

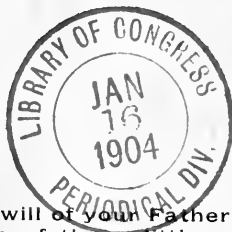


MARCH 19, 1903

Price 50 cents per year



Southern Education



"It is not the will of your Father which is in heaven that one of these little ones should perish. I came that ye might have life and have it more abundantly."

—Jesus.

"Cannot something be done to make good teachers better and incompetent ones less incompetent? Cannot something be done to promote the progress and to diminish the dangers of all our schools?"

—Horace Mann.

"But, when the hour of trouble comes to the mind or to the body, and when the hour of death comes, that comes to high and low, then it is not what we have done for ourselves, but what we have done for others that we think on most pleasantly."

—Sir Walter Scott.

**Trained Teachers and Expert Supervision
The Field**

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

NUMBER 2

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Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, March 19, 1903

In many southern states the annual average salary of a public school teacher is less than \$146 per year. This is about forty cents a day, the amount allowed the county jailer in several southern states for the maintenance of criminals!

In the South 82 people out of every 100 live in the country. If it pays to have good churches in the country, then it ought to pay to have good school-houses there.

"No people were ever yet great that served the race with its hands only. Who cares for Carthage now? But there is Athens and there is Jerusalem. Every man cares for Athens and for Jerusalem, but no man cares for the pile of ruins on the southern shores of the Mediterranean; because the people

there were your workers with the hands only."—HAMILTON W. MARBLE.

Some anxious souls continue to wonder why so many people are indifferent as to the education of their children. Remember that the cure for such indifference is to convince parents that it is as much their religious duty to train their children as it is their duty to observe the law: "Thou shalt not steal." All the people are convinced that stealing is morally wrong, hence they will not tolerate thieves in good society. Whenever parents are convinced that ignorance is morally wrong, they will not tolerate that crime any more than they now tolerate crimes against property rights.

It is true that most of the places where children are taught need reformation and renovation, but the teacher who will contentedly live in a disgraceful school-house needs reformation as much as the physical surroundings.

The following toast was recently proposed at a social gathering by a New York teacher, and can be

found in the March *World's Work*: "Here's health to us; the rag-tag and bobtail of the learned professions; beloved by children; tolerated by youth; forgotten by maturity; considered municipally, financially and socially as good enough for what is left." But the "rag-tag and bobtail of the learned professions" are teaching the next generation! They can easily be dispensed with when the public conscience demands it.

If the aldermen of a city or a town should employ an engineer to build a bridge and should spend the people's money in paying that engineer, and it should afterwards turn out that the bridge was worthless and that the so-called engineer was no engineer after all, what would the people say? They would say that it was the duty of the aldermen to have employed a real, a trained engineer, so that their money would not have been wasted. Is it not as important to employ a trained expert to deal with immortal souls as it is to employ a trained man to build a bridge?

WHOSOEVER WILL, MAY TEACH.

There can be no teaching profession without special training, ade-

quate salaries, and permanent tenure. The public conscience must realize that it is just as great waste to employ untrained men and women to teach children as it is to employ untrained men to build bridges and construct roads. Mere "keeping school" as a stepping-stone to some other occupation will cease, then, only when the people demand something more of those who teach their children than mere book knowledge. And such teachers will, of course, not work for less per year than it takes to feed a criminal in the county jail!

Adequate salaries will go far toward inducing the best men and women to enter upon the business of teaching and will be a powerful incentive to such men and women to remain teachers. But some additional means will have to be devised by the State to make the teachers' tenure of office more permanent. Much could be done in that direction by making it much more difficult than it now is to obtain employment to teach children. At present the invitation to enter upon teaching is almost as broad as the "whosoever will" of the Gospel call, and the inducement to quit as imperative as the pangs of hunger can make it.

THE FIELD.

ALABAMA TEXT-BOOK LAW.

The legislature of Alabama, which recently adjourned, passed a uniform text-book law, similar to the North Carolina text-book law. There is to be a commission composed of eminent educators and teachers with recommendatory powers, to make up a list of books for consideration and adoption by the State Board of Education.

A GOOD IDEA.

The Baltimore city school board has adopted the policy of naming the school buildings of that city after distinguished Marylanders who have passed away. No building, however, is to be named after a man of a later period than the Mexican war. It would not be inappropriate to have rural schools also named after distinguished men and women. The rural school at Concord, Knox County, Tennessee, fourteen miles southwest of Knoxville, is to be named after Admiral Farragut, who was born near the proposed site of the school. Somehow memorials, graveyards, and places dedicated to dead people are generally more neatly kept and are usually cleaner places than school-houses.

SUNDAY-SCHOOL REFORM.

A conference of the foremost Biblical teachers of the country recently met in Chicago and declared that the Sunday-school should be conformed to a higher ideal and

made efficient by the gradation of pupils and by the adaptation of material and methods to the several stages of mental, moral, and spiritual growth of the individual pupil. Such a reformation is indeed sadly needed. And how sadly is the same reformation needed in most rural schools where there is little gradation and organization, only aimlessness and disorder.

EFFECT OF A RURAL LIBRARY.

Public School No. 2, Locke township, Rowan County, North Carolina, closed a four months' term on March 10th. During the term the pupils and patrons of that small school read 580 books. Children who were indifferent and not heretofore interested in the school made rapid progress this year owing to the influence of the rural library established there last fall under the provisions of the North Carolina Rural Library Law.

TENNESSEE INSTITUTES.

It is confidently expected that the legislature of Tennessee, now in session, will double the present appropriation of \$5,000 for county teachers' institutes, to be held under the direction of the State Superintendent of Public Instruction. Gradually but surely the idea is gaining ground that teachers must have special training to do efficient work.

PEABODY NORMAL.

The legislature of Tennessee will soon be asked to make an appro-

priation to retain the Peabody Normal College at Nashville. With the same end in view the city of Nashville will ask to have its charter so amended as to permit it to spend \$200,000.

INCREASED SCHOOL FUND FOR TENNESSEE.

The legislature of Tennessee recently passed a law appropriating all the surplus revenues of the state, after the fixed charges and the interest on the state debt and the sinking fund to redeem that debt are provided for, to the public schools, to be distributed to the counties according to school population. The state has heretofore had only about \$150,000 annually to apportion to the counties. This new law will doubtless add a large amount to the school fund.

In Tennessee all the counties must levy for schools as much as fifteen cents on the \$100 valuation of taxable property, to be collected and used in the several counties. But each county may levy as much as fifty cents on the \$100 valuation of taxable property, provided the total tax levy does not exceed a certain limit.

A NEW NORMAL SCHOOL.

The North Carolina legislature, which adjourned March 9th, approved an act establishing a training school for the counties of Caldwell, Alleghany, Ashe, Watauga, Yancey, Alexander, and Wilkes, mountain counties lying in the northwestern section of the state.

The law provides \$1,500 for a building, when a like amount has been raised by private subscription, and \$2,000 a year for maintenance. The location of the school is to be determined by the board of trustees.

The author of this measure declared that the tier of counties named, or most of their territory, is remote from railroads and the people are not able to send or go to the University and the State Normal and Industrial College. The school is wanted, therefore, to relieve a corner of the state that has not had its share of educational advantages, on account of its isolation.

LOCAL TAXATION IN PRACTICE.

County Superintendent Cochran, of Mecklenburg County, North Carolina, reported March 10th that the new school-house at Sardis would be completed within a week. The new school-house is a three-room building with porch and bell-fry and cost \$1,000. This is the ninth first-class rural school-house erected in the county during the past eighteen months. Contracts have been let for the erection of two more rural school buildings to cost \$1,000; one at Croft in Mallard Creek township and one in Morning Star township.

The local board which has control of the rural school fund subscribed by the General Education Board and by the people of the county, has decided to aid the districts which voted a special tax, as follows: Berryhill, district No. 2,

\$30, which will give one month additional school; Steele Creek, district No. 2, \$75, which will give one and one-half month additional school, and Deweese, district No. 1, \$150, which will give two months additional school.

The first named of the above schools will now have a term of seven months while the other two have eight months each.

A TEACHER STATE SUPERINTENDENT.

Prof. S. A. Mynders was inaugurated State Superintendent of Public Instruction of Tennessee on March 10th. Prof. Mynders is a graduate of the University of Tennessee. He began teaching in the rural schools and has arisen through all grades of the profession to city superintendent of Jackson and state superintendent. He is greatly beloved by the teaching profession of Tennessee and great things are expected of his administration.

A SAD STORY.

A special dispatch to the *Knoxville Journal and Tribune* of March 15th from Chucky City, East Tennessee, contains this significant paragraph:

"The exodus from this section of the country to the West continues. Within the last two days twenty persons have gone from this station alone. Some estimate that for some time hence the average will be fifty each week. But this seems entirely too large. However, many of the best people are going. They claim

they cannot educate their children here, that they cannot hope for anything more than a mere living, and if they can give their children neither education nor property as an inheritance they are therefore doing them an injustice. To keep from doing that injustice they must move out West or to some other more favored section of the country than the South."

ENTHUSIASTIC APPROVAL.

The *Richmond Times-Dispatch* heartily and enthusiastically approves the Southern Conference for Education and the Southern Education Board and the General Education Board and the entire movement. The *Times-Dispatch* says it is intensely southern and intensely Virginian and as jealous of the traditions as any newspaper in the state, yet it hopes every man and woman in Virginia who has the cause of education at heart will attend the Richmond Conference. Of course, everybody who desires to know now knows the purpose of the Southern Education Board. It is to be regretted that there is yet a kind of superior ignorance that will not be taught.

LOCAL TAXATION IN LOUISIANA.

A number of special public school districts have been created in Claiborne parish and special taxes voted for the support of the schools. At nearly every meeting of the parish school board, it is reported, special districts are created; and at every meeting of the police jury special

local tax elections are ordered in one or more districts.

RECENT LEGISLATION IN NORTH CAROLINA.

The North Carolina legislature which adjourned March 10th enacted many laws that will have a salutary effect on the public school interests of the state. The building of all school-houses is now in charge of the county boards of education and the state superintendent, and not in the hands of local committeemen, as heretofore. The old method of apportioning the school funds to the townships according to school population resulted in a very unequal school term in different parts of many counties. Hereafter a portion of the county school fund must be reserved for the purpose of remedying this inequality. In counties having a school fund of more than \$15,000, the county boards of education may now employ a county superintendent for his entire time at such salary as they may deem reasonable and just. Heretofore no county could spend more than four per cent. of its school funds for supervision. Two hundred dollars, instead of one hundred, may now be spent by each county out of its general fund for teachers' institutes and summer schools.

The amounts that may be set aside from the school fund for building school-houses are limited to twenty per cent. of the total fund, where the fund does not exceed five thousand dollars; sixteen per cent.,

where it does not exceed ten thousand; ten per cent. where it does not exceed twenty-five thousand dollars; and seven and one-half per cent. where it exceeds twenty-five thousand dollars. Heretofore as much as twenty-five per cent. of the total school fund of any county could be used annually for building new houses.

Finally, thirty-four towns and rural districts were granted special graded school charters and given the privilege of voting and collecting local taxes to supplement their ordinary school funds.

MUST TRY AGAIN.

The legislature of South Carolina recently considered the questions of compulsory school attendance and the professional qualifications of county superintendents. It was proposed to require indifferent parents to send their children to school and to require that county superintendents hold first grade teachers' certificates before being eligible to election. Both measures failed. But the day is not far distant when South Carolina will have a compulsory school law and a law that will require a supervisor of schools to have enough expert knowledge of his business to execute the duties of his office.

FOUNDERS'S DAY AT TULANE.

Tulane University, New Orleans, celebrated Founders' Day March 12th. The principal address was made by Edward M. Shepard, Esq., of New York. Mr. Shepard spoke

on 'The Modern Power of World Public Opinion. Degrees were conferred on Chief Justice Nicholls, of Louisiana, Messrs. Edward M. Shepard and Robert C. Ogden, of New York, and on Mr. David F. Houston, of Texas.

TEACHERS' SALARIES AND INCOMPETENTS

"The penuriousness of state authorities in providing for the maintenance of public schools is responsible in large measure for the physical and moral incompetents that are so often found in the teacher class. Adequate salaries are the remedy for this condition. Good, liberal pay will secure good, liberal and high-minded teachers, while niggardly and parsimonious compensation secures the opposite kind, with an unhealthy and poorly taught lot of pupils as the resultant."—*Chattanooga Times*.

THE SELF-SACRIFICE OF THE TEACHER.

"There is in some places a heroically strong spirit, which is pushing the work of teaching upward in spite of all the circumstances which would seem to make it impossible; it is a spirit that leads some men and women to remain at work, not only admitting that they are in the rag-tag and bobtail of the professions, but in fact because they are in the rag-tag and bobtail—because that is where there is at this moment the greatest need for them. If teach-

ing is moving one little barley-corn toward the front, it is because of the work of such as these looking beyond the common regard of communities to the real satisfaction, the authentic, legitimate, incorruptible content of rendering a service inferior to none. That it does not move forward faster seems due to the community. Wherever a teacher is ashamed to be known as such, you will find that what passes as the best society of the place is chiefly to blame. This fact suggests the unique opportunity for such citizens of wealth or position as are looking for chances of real service. Pick out one public school. Add a little to the monthly pay of every one within it; but above all go to the teachers and tell them you for one respect them for their work. It is only by realizing that their devotion to a profession that requires self-sacrifice is recognized for what it is, that the teacher can labor single-heartedly in these days of insufficient recompense." — WILLIAM McANDREW, in *March World's Work*.

THE GERMAN BOY'S TEACHER.

No one can be employed in Germany as an elementary school-teacher, unless that person holds a state teachers' certificate acquired in a state examination, after studying four, sometimes six, years at a normal training school. And no one can get a position as teacher in a high school who is not a graduate of a German university, or who has had university training and normal training combined.

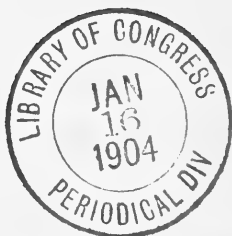
The Germans have made it difficult to become a teacher. But just that is what has made teaching a profession in the Fatherland,

MARCH 26, 1903

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"Are there not those amongst us who at home, at the town meeting, and at the school meeting, win all the victories of ignorance by the cry of expense? Are there not men amongst us, possessed of superfluous wealth, who will vote against a blackboard for a school-room because the scantling costs a shilling and the paint a sixpence!"

—Horace Mann.

Value of Education

Preparation of Teachers

The Field

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KNOXVILLE, TENN.

Thursday, March 26, 1903

"I came that ye might have life and have it more abundantly," is the language of the Great Teacher. If men believe this means immortality it is well, but the beginning of that life is here in this world. Evidently if we are to become immortal we must first have something to be immortal. The expansion of the soul by education into the inheritance of the ages, and the consequent more abundant life, is the realization of the profound meaning of the most profound saying of the Master.

God never made all ears to be delighted with the same songs, all eyes to revel in the same colors, nor did He make all minds capable of thinking the same thoughts. But this diverse individualism only increases the difficulty of education and makes the success of the un-

trained teacher almost an impossibility.

In order to preserve our civilization, its history and its traditions, must we not make the schools of all the people efficient? Can the South hope for the future when she usually provides her future rulers with less than 80 days of school in 365, amid surroundings as disgraceful as dirt and neglect can well make them, to say nothing of the poorly paid and untrained teachers who so largely mould the characters of the children? But, say what we may, the schools will be no better, unless we begin their reformation with the teacher, the center of all real education. He must be reformed and paid, not starved and ostracized.

THE TEACHER — PAST AND PRESENT.

Ichabod Crane taught school in Sleepy Hollow, but he was forced to give singing lessons and board around with his pupils in order to keep from starving.

In a community in Lincoln County, North Carolina, in the early 40's the public school trustees had a custom of advertising the need of

a teacher and also informing the public at the same time that the school would be "let out" on a certain day to the lowest bidder. For several years the teacher of that school received eight dollars per month and boarded himself! His qualifications, as stated by himself, were ability to read and write and "to cipher to the Rule of Two in Fowler's Arithmetic."

Crates of Mallos taught grammar at Rome. Indeed, he was the very first teacher of that subject in that city, if we are to believe the records. This man had the misfortune to break his leg by falling into a sewer. From that time on he was considered good for nothing else but to be a teacher. Nero, the Roman Emperor, had Thræsea put to death because he had a sour cast of countenance and resembled a school-teacher.

In the early days of America the school-teachers always had some other occupation. They were grave-diggers, or horse-traders, or farmers, as well as teachers. In the South the preacher was often a teacher and was thereby a person of more importance than the teacher in other sections of the country.

But how is it now? The teacher of a rural school, if he is a man, is looked on more often than other-

wise with pity and contempt, especially if he is along toward middle or old age. If he is a young man, he is likely preparing to be a lawyer, or a doctor, or a preacher. If the teacher is a young woman she is ready to forsake her work the moment a desirable offer of marriage is made to her. Too often the public does not respect the teachers' calling, and the teachers look upon their work in much the same light.

In many communities the teacher does not have much social standing, neither has he any financial standing. He is not usually noted for great intellectual and moral qualities. There is not enough remuneration in the work to attract the men and the women of the best brains. Such persons enter other callings. Even in the Southern cities, where the remuneration is better, teachers are often the footballs of politicians, and their tenure of office is uncertain. Only the best can stand up in the face of such blighting influences and retain their manliness and self-respect. In addition to all these things, the average intelligent citizen looks patronizingly upon teachers. In fact, teachers would not be teachers, in their eyes, if they could possibly be anything else. And, then, oftentimes the very highest teacher's position in the State, the

office of State Superintendent, is given away to some politician or incompetent teacher because he has some "pull."

The Great Teacher was despised and rejected of men, but the best men and women nowadays will not suffer themselves to be so despised and rejected while other vocations as honorable stand open to them. In the spirit of the missionary and the martyr, some may give their lives to teaching. But what man, real man, wants his children taught by a teacher doomed to asceticism, celibacy, and social degradation? Men and women who are the children's social equals ought to be their teachers — virile men and strong women whom parents can and would like to meet on terms of social equality, and whom parents would like to meet often.

The teacher who lacks ambition, red blood, manly strength, social standing, cannot be a real teacher and a real leader. Mere goodness, the political "pull," the badge of charity must be disregarded and the selection of the children's models and leaders put on a professional basis, if we are to have a democracy realizing the highest and best development of the race.

THE FIELD.

THE LIGHT SHINES AFAR.

The reports of the interest Mecklenburg County, North Carolina, is taking in better schools and a longer school term have been going abroad. Supt. Cochran says he has recently received letters from teachers in Virginia, South Carolina, and other states, asking for positions next year. Local taxation in Mecklenburg County means a seven or eight months' school term at living salaries for teachers, hence the best teachers can be secured for her rural schools.

EMIGRATION AND THE CAUSE.

The large number of people who continue to leave East Tennessee for the West has attracted the attention of the papers of Bristol, Knoxville, Chattanooga, and other towns. The newspaper editors boldly declare the exodus to be due to two causes: poor roads and poorer schools. They say there is no incentive for a young man to remain on the farm owing to the expense of travel over well-nigh impassable roads, with no hope for the proper and adequate education of his children. The coming generation will build the roads and establish the schools. Why delay both and thereby promote the survival of the unfittest in the rural districts?

THE TENNESSEE EDUCATIONAL CAMPAIGN.

State Superintendent Mynderse

has lately been in conference with the school officials of Madison and Gibson counties, the object being to promote the consolidation of the rural schools in those counties. It is intended thereby to have an object lesson for use in the educational campaign which it is proposed to inaugurate by a general meeting of Tennessee teachers and county superintendents some time in April. In promoting the work of the campaign Supt. Mynderse is to have the assistance of the General and the Southern Education Boards.

THE TEACHERS MUST BE TRAINED.

There is a well developed movement on foot to establish a second normal school somewhere in Southwest Virginia. Virginia needs three or four more normal schools. Even with that many it would take years to secure enough trained teachers for her rural public schools.

CONFERENCE FOR EDUCATION IN THE SOUTH.

The Sixth Session of the Conference for Education in the South will be opened in Richmond on the afternoon of Wednesday, April 22d, and will close on the evening of the 24th.

This body was formerly known as the Capon-Springs Conference. Its annual meeting was held last year at Athens, Ga., and in the preceding year the Conference gathered at Winston-Salem, N. C. The presiding officer is Mr. Robert C.

Ogden, of New York City, and among the men most closely connected with its origin was the late Dr. J. L. M. Curry, agent of the Peabody and Slater Boards, member of the General Education Board, and supervising director of the Southern Education Board. Indeed, both the Southern and General Boards may be said to owe their existence and inspiration to the Conference for Education in the South, just as this Conference so largely owed its own inception to the work of Dr. Curry.

The decision to hold the Conference this year in Richmond was reached only after the Executive Committee had given careful and respectful consideration to the invitations from a number of representative Southern cities. The invitation to Richmond was cordially and earnestly presented by the Richmond Education Association, the Richmond Chamber of Commerce, the Governor of Virginia, the Legislature, the State Department of Education, the University of Virginia, Washington and Lee University, and many other representative institutions of the commonwealth.

The Conference will open for organization in Richmond on the afternoon of April 22d, in the Academy of Music, on Eighth street, between Grace and Franklin streets. The formal opening will occur on the evening of the 22d, at which time the Hon. A. J. Montague,

Governor of Virginia, will deliver the address of welcome, and Mr. Robert C. Ogden will present the annual address of the president.

The interest of the program will continue until its close on the evening of the 24th. Representative educators, statesmen, men of letters and men of affairs will be present from every section of the country. Much importance will be given to such subjects as agricultural and technical education, and there will be opportunity for informal discussion of such topics as the consolidation of schools and the improvement of public school-houses and school surroundings. The Conference has always been especially interested in the problems connected with the rural school.

A MONUMENT FOR A TEACHER.

The citizens of Laurinburg, North Carolina, held a mass meeting on the 15th of March, and decided to erect a monument to the late Prof. W. G. Quackenbush, who was a teacher in that town for many years. The monument will stand in the public square. Some time ago the people of Goldsboro, North Carolina, erected a monument to a teacher who had taught for many years in her public schools.

WISCONSIN TRAINING SCHOOLS.

A PRACTICAL SOLUTION OF ONE PHASE OF THE RURAL SCHOOL PROBLEM.

The Wisconsin Legislature of

1899 established two county normal training schools for public school teachers (Wisconsin has seven large state normal schools). The reason urged for the establishment of these schools was that the graduates of the large normal schools did not often find their way down into the rural schools.

The requests of Dunn and Marathon counties were, therefore, granted and the schools established, aided by state and county school funds. The success of the plan was soon apparent and resulted in a general state law, enacted in 1901, by which the county board of education of any county within which a state normal school is not located may establish a county normal training school for teachers of the common schools. Six such schools are now in operation. The success of the schools longest in operation has been such as to command the hearty support of the communities in which they are organized, and to settle once for all the question of their value. The only fear expressed is that enough funds will not be provided in the future for their maintenance as will secure the best teaching talent, but such a contingency is remote.

The expenditures of these schools for 1901-2 show that the Dunn County school cost \$3,841; the Marathon school, \$3,442; and the Manitowoc school, \$3,803. These schools have one head teacher and an assistant. The local town schools are utilized for practice and obser-

vation work. A high school education is usually required of students for admission.

DOES EDUCATION PAY?

AN AUTOBIOGRAPHY THAT TELLS AN IMPRESSIVE STORY.

Some years ago my father, a natural genius in some respects but uneducated, was a day laborer in a factory located in a northern state. Four sons were born and reared in the humble home of that uneducated, untrained day laborer. They all learned their father's trade.

I was the oldest son and I used every opportunity to get a little education, attending the winter school, as did all my other brothers. All of us grew to manhood and all learned our father's trade, as I said above. I still continued my education largely by home reading. But for several years I worked at my trade only a few months of the year and with the money I earned attended school. My two brothers next of age seemed not to care for an education, neglected the common school, and took the first opportunity to leave it forever.

I succeeded in encouraging my youngest brother to remain in the common school until he completed its course of study. In addition to this common school training this brother secured a term or two of normal school training.

My education soon enabled me to secure a foreman's position in the factory, but my two brothers, nat-

urally as gifted as myself, had to remain laborers because they had not enough education to take higher positions. From a foreman's place I rose to be manager of the factory. I now manage a number of factories and am a director in several large corporations. My youngest brother whom I kept in school is one of my foremen and is earning a good salary. My other two brothers now work for me. They are still day laborers. They can not get higher because they have no education. During the past ten years I could have put both of them in positions paying from \$1,500 to \$2,500 per year, if they had had even a thorough elementary school education.

[The editor by request withholds the name of the author of the above interesting biography. All the statements, however, are literally true and speak their impressive lesson. It may add something to this story to know that its author and all concerned now live in the South.—EDITOR.]

THE PURITAN

IDEAL TEACHER.

"It shall be the duty of all instructors of youth to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry and fru-

gality, chastity, moderation, and temperance, and those virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils into a clear understanding of the tendency of the above mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."—MASS. SCHOOL LAW, 1837.

MEANING OF EDUCATION.

"Education means the free right training of every child in the commonwealth; but it means a great deal more than this. It means the assertion of the community against the lawless individual—the community's authority against individual authority. The State must tax; it must educate.

"An aristocracy in a democracy means a group of privileged persons; outside this group, the bully; behind the bully an ignorant populace that will elect the bully to office, will hold him in honor and will acquit him of crime."—WALTER H. PAGE.

REFORM THE TEACHER FIRST.

"Lewis Elkin, of Philadelphia, has just left his fortune, not for buildings, but to pension worn-out

teachers. Next we shall see some man (or more likely some woman) of wealth awakening to the unique sanity of recognizing that the actual teacher, and not the building or the supervising officer, is the seat of educational progress. We shall see some one bestowing moral and financial encouragement on actual education itself, not upon the place where it might be given."

—WILLIAM MCANDREW, in *March World's Work*.

RESULTS OF COMPULSORY ATTENDANCE.

Statistics of juvenile crime in New York, furnished by the records of the police department, show that the number of offenses committed by persons between the ages of 8 and 14 decreased more than 50 per cent. after the passage of the compulsory education act.

THE AIM OF THE SCHOOL.

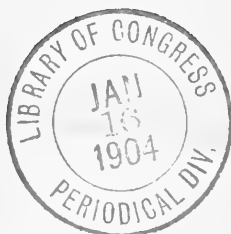
"The school ought to have for its ultimate aim to assist each child to grow into the best specimen of man or woman that native endowment and necessary circumstances will allow. The supreme test of its value is not high per cent. of its scholarship, its brilliant examinations or its rapid promotions, but the growth of its pupils in knowledge, strength and right choice and purpose, in all that pertains to personal, social, and civic righteousness."—E. C. HEWETT.

APRIL 2, 1903

Price 50 cents per year



Southern Education



"At the same time came the disciples unto Jesus saying, 'Who is the greatest in the Kingdom of Heaven?' And Jesus called a little child unto him and set him in the midst of them."

—Matthew XVIII, 1-2.

"We want men who feel a sentiment, a consciousness of brotherhood for the whole human race. We want men who will instruct the ignorant, not delude them; who will succor the weak, not prey upon them,"

—Horace Mann.

School Houses
Local Taxation
A Teachers' College
The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

NUMBER 4

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, April 2, 1903

There are 217 counties in the United States in which 20 per cent. and more of the native white men of voting age are unable to read. There are 212 of these counties in the South.

The South contains 64 per cent. of the total native white illiterate population of the United States over ten years of age.

The native white population of the South over ten years old is only 24 per cent. of the native white population of the country over ten years old. Yet the South has 64 per cent. of the native white illiterate population!

Forty-two North Carolina towns and rural districts were granted special graded school charters by the legislature of 1903. These

charters confer the privilege, after a vote of approval by the people, of levying and collecting a special school tax.

In 1900 the United States spent \$234,967,919 for schools and \$330,000,000 for churches and charity. The drink bill of the country largely exceeds the cost of churches and schools. And yet some people say we are too poor to spend more money for schools!

NORTH CAROLINA SCHOOL- HOUSES.

Twenty out of every 100 of the 5,653 white school districts in North Carolina have a rude log school-house or no public school-house at all! Think of it! In other words, there are 484 log school-houses in as many districts and 625 districts with no public school-houses whatever; in all, 1,109 districts out of 5,653.

But this does not tell half the sad story. During the past winter 20 white schools in one county were closed because the miserable school-houses could not be made comfortable. In one of the richest counties in the state, fifteen white schools were reported whose lands, houses, and equipment were valued at less than \$50 each. In one of the coun-

ties of Piedmont, North Carolina, there are 30 out of 90 white school-houses which have no desks. If the children write at all, they must place the materials on their knees. In another Piedmont county whose total school fund is something more than \$25,000, there are 25 out of 90 white school-houses which are worth little more than \$50 each, located in out-of-the-way places and amid surroundings anything but elevating. It would be an easy matter to multiply facts like these.

The existence of poor school-houses is not wholly due to the poverty of the people. The average value of a North Carolina church house is \$1,087. The average value of the school-house alongside of these churches is only \$183.

LOCAL TAXATION.

CLAY TOWNSHIP, GUILFORD COUNTY,
NORTH CAROLINA.

The following exhibit will show the benefit accruing to Clay township, in Guilford County, North Carolina, which at present is considering the question of voting a local tax for schools:

	White	Color'd	Total
Polls - - - -	164	11	175
Total valuation of property	\$198,845	\$567	\$199,412

Number of Persons Paying Taxes:

	White	Color'd	Total
On Poll only - -	22	3	25
On less than \$300 - -	126	12	138
On \$300 to \$500 - -	44	0	44
On \$500 to \$1,000 - -	59	0	59
On \$1,000 to \$5,000 - -	59	0	59
On over \$5,000 - -	1	0	1
Total No. of Taxpayers	311	15	326

Total appropriated for schools now, \$646.00. If special tax is voted, 175 polls at 90 cents would add \$157.50, and \$199,412 property at 30 cents would add \$598.23. Amount added to present school fund, \$755.73, an increase of 116 per cent. Of this increase one-half of the taxpayers would pay less than 90 cents property tax.

If the entire county of Guilford, outside the incorporated towns, would levy a local tax of 30 cents on property of \$100 valuation, and 90 cents on each poll, the present school fund would be increased 85 per cent. Of the increase four-sevenths of the taxpayers would pay less than 90 cents property tax. Guilford County at present has more local tax districts than any other North Carolina county. What is true as to the small burden the local tax would be to the taxpayers of that county is largely true of almost all the counties of middle and western North Carolina.

A TEACHERS' COLLEGE.

The new department of education of the University of Tennessee, which was opened on January 6, 1903, promises to be a substantial gain to the cause of education in the South. The department has already enrolled 75 students and indications point to a continued increase. Instruction is now being given in the art and science of teaching, psychology, the history and philosophy of education, history and methods of teaching history, methods in English, nature study, domestic science, and manual training. Extension courses are being offered on Saturdays for the benefit of local teachers. The regu-

lar classes are composed of juniors and seniors already attending the University, as well as of teachers who have entered for work in the department. It is not the purpose of this school of education to duplicate the normal school. Each state must depend on its own normal schools as heretofore for its elementary teachers. But the position of high school teacher, superintendent, college instructor, supervisor of primary education demands an amount of scholarship and professional training which the ordinary normal school cannot aspire to give. This must be given by the university, and it is for such purpose that this School of Education has been organized. Its courses will be open to graduates of colleges and normal schools, to special students, and to advanced students in other departments of the University of which it is a part.

The perfection of the work and the courses of the department has been going forward rapidly. It will be possible hereafter for Southern teachers and students of education to prepare for higher professional work without the expense of attending the professional schools of the north and west.

THE FIELD.

THINGS EMPHASIZED.

State Superintendent Mynderse, of Tennessee, in a speech at a teachers' and school officers' meeting in Knoxville, March 21st, de-

clared that the things he will emphasize during the educational campaign to be inaugurated April 6-7, at Nashville, will be the consolidation of schools, building better school-houses, strengthening the work of the primary schools, and the training of teachers by means of a system of summer institutes.

A SCHOOL GARDEN.

The North Knoxville, Tennessee, public school, Mr. J. R. Lowry, principal, has made commendable progress during the past year in the work of beautifying the school grounds. The principal and the teachers gave an entertainment to secure the necessary funds. The services of the children were enlisted. Prof. Keffer, of the University of Tennessee, an expert horticulturist, drew the plans by which the red muddy yard has been transformed into a thing of beauty.

CHARITIES AND CORRECTION.

The thirtieth annual meeting of the National Conference of Charities and Correction will be held in Atlanta, May 6-12, inclusive. This meeting will discuss such topics as child labor, destitute children, juvenile delinquents, treatment of criminals, and the like. This will be the first time since 1894 that the Conference has met in the South.

A LOUISIANA TRAINING SCHOOL.

The General Education Board has given \$1,000 to the Ruston, Louisiana, Training School, to assist in the training of teachers at

that place during the coming summer. The gift was announced by Dr. F. A. Alderman on March 21st.

A NEW INDUSTRIAL SCHOOL.

Chattanooga has an Industrial School Association which has succeeded in opening a training school for young girls who cannot attend the public schools. These girls will be taken in charge by the association and will be taught sewing, dressmaking, and other useful domestic arts. The Christian women of Chattanooga are giving the school their moral and financial support.

A LOCAL TAX CAMPAIGN.

The town of Fayetteville, North Carolina, and the township of Cross Creek, in which Fayetteville town is situated, will vote on the question of levying a local tax and issuing school bonds, during the month of May. It is said that there is considerable opposition to the proposed increased tax rate. But the advocates of the measure will conduct a strenuous campaign and hope to arouse public sentiment to the paramount necessity of the tax.

A MONUMENT TO DR. CURRY.

A movement has been inaugurated to raise \$500,000 for the establishment of a school of technology at Richmond college in honor of the late Dr. J. L. M. Curry. The idea is peculiarly appropriate, since Dr. Curry was a devoted advocate of this system of education along practical lines and

because it was at Richmond college as professor that he did some of his best educational work. The committee of trustees in charge of the matter consists of Dr. F. W. Boatwright, president of the college, Gov. A. J. Montague, and Mr. Joseph Bryan, owner of the Richmond Locomotive Works and *The Times-Dispatch*. — *Columbia State*.

WASHINGTON PARISH, LOUISIANA.

Petitions are now in circulation throughout the parish asking the police jury to order an election for the purpose of voting a special tax for the benefit of public schools in this parish. Let every man who desires to give his children a good education and fit them for usefulness and better citizenship in the world, and who desires better school facilities in our parish, affix his name to one of these documents, and then go to the ballot-box on election day and remedy the present deplorable conditions of our parish. — *Franklinton New Era*.

LOUISIANA CAMPAIGN PLANNED.

An educational campaign of far-reaching importance is about to be started in Louisiana, under the auspices of the Southern Education Board. At the recent meeting of the Parish Superintendents of Education the situation was discussed at some length, and the unanimous sentiment was that Louisiana was ripe for such a campaign as had transformed the state of North Carolina. There a systematic campaign was conducted, and the whole peo-

ple aroused to the importance of education. It is hoped to arouse the people of Louisiana in the same way. According to the census of 1900 the illiterate native whites over ten years of age in Louisiana is 17.3 per cent, of the white population, and the illiterates among the negroes is 61 per cent. There are twenty-three parishes in Louisiana in which there are more than twenty native white illiterate voters out of every 100 of the native white voting population.

Dr. Edwin A. Alderman, one of the district directors of the Southern Education Board, and one of the members of the Executive Board, is in charge of the work, which will be conducted under the auspices of a committee composed of Governor W. W. Heard, State Superintendent J. V. Calhoun, President T. D. Boyd, of the State University, President B. C. Caldwell, of the State Normal School, and President Edwin A. Alderman, of Tulane. Will M. Steele, a well-known newspaperman, has been selected as Secretary of the Committee, and will have charge of the active work in the conduct of the campaign.

It is proposed to begin the campaign in ten or fifteen parishes, and then gradually cover the whole state. Popular meetings will be held at points to be decided on later, and addresses will be made by the most eloquent and entertaining speakers in the state. Letters are

now being addressed to these gentlemen, and a number of them have already signified their willingness to co-operate in the movement.

THE GEORGIA CAMPAIGN.

On March 20th, Dr. Charles D. McIver, of North Carolina, and a number of prominent educators and citizens of Georgia met in Governor Terrell's office to discuss the educational situation and to formulate a plan of campaign for education.

The result of this first conference was that a committee was appointed to gather facts in regard to the present status of educational affairs in Georgia, to ascertain what is needed for the advancement of the cause, and to make recommendations to the general assembly and the people. The following were appointed on this committee: Chancellor Walter B. Hill, chairman; M. L. Duggan, of Sparta; Hon. Hoke Smith, of Atlanta; Bishop Warren A. Candler, and State School Commissioner W. B. Merritt.

A meeting will be called within the next few weeks and the report of the committee will be heard. The conference endorsed the bill introduced in the legislature by Senator McMichael, providing a more convenient method of applying local school taxation. The committee will support the bill at the coming session of the legislature, and they seem confident that it will be passed.

Those present at the meeting were: Governor Terrell, Dr. Mc-

Iver, Hon. Hoke Smith, Chancellor Walter B. Hill, State School Commissioner Merritt, Dr. J. Harris Chappell, of Milledgeville; Superintendent Lawton B. Evans, of Augusta; G. G. Bond, of Athens; M. L. Duggan, of Sparta; M. B. Dennis, of Eatonton; W. R. Power, of Marietta; W. F. Slaton and M. L. Brittain, of Atlanta; E. C. Branson, of the State Normal College at Athens; R. J. Guinn, of Atlanta, and Bishop Warren A. Candler.

BUILD THE SCHOOL-HOUSE.

At Whitwell, Marion County, Tennessee, the public school has been closed for two weeks on account of the mud and water around the school building. Many of the pupils are sick on account of the unsanitary surroundings. A movement has begun to build a comfortable school-house at a more favorable location. Whitwell has many sites suitable for school purposes, but an epidemic of sickness must first direct attention to them!

SOUTH CAROLINA CAMPAIGN.

State Superintendent O. B. Martin will likely issue a call for a conference of the county superintendents of South Carolina for some time in April. The conference will be held under the auspices of the General Education Board and will be similar to the recent conferences in Alabama and Georgia.

PROPOSED COMPULSORY LAW.

A compulsory school bill has been introduced in the Tennessee

legislature. It provides that all children who have not completed the primary course of the public schools must attend some school as much as five months during each year, until such course or its equivalent is completed. In towns and cities the police officers are entrusted with the enforcement of the proposed law. In rural districts the school directors are to choose the truant officers. Heretofore such bills have usually failed, but finally every Southern state will have a compulsory school law. During the past year compulsory bills have received far greater support in the South than ever before.

NO DIVISION.

The lower house of the Arkansas legislature, after passing a bill providing for a division of the public school funds between the whites and the blacks according to the taxes they pay, has reconsidered its former action and defeated the measure. This action is commendable. The North Carolina legislature which recently adjourned did not accord any favor to the advocates of a similar bill.

LAFAYETTE PARISH.

The General Education Board has given \$1,000 to promote the cause of local taxation and the consolidation of schools in Lafayette parish, Louisiana. The people of that parish are conducting an educational campaign which has for its object the complete educational evangelization of the community.

WOODLEAF DISTRICT.

Woodleaf School, Rowan County, North Carolina, enrolled 85 pupils during this year, and had a daily average attendance of 75. There are 115 children between the ages of 6 and 21 in the district. At present the school has two teachers and seven grades. A local tax was recently voted which will increase the school term from 5 to 8 months.

MAKE A DIAGNOSIS FIRST.

"The reading of the figures as to Southern illiteracy is not a cheering diversion. And yet it were folly to assume that we can aid the South by the exercise of a blind affection which would blink or conceal the facts. These facts are not taken from the tale of an enemy; they are taken from the reports of our own superintendents of public instruction, they form a part of our local, as well as a part of our national records. The first duty of the physician who would apply a remedy lies in a sympathetic, but fearless diagnosis. The first duty of a wise educational statesmanship is a clear and unflinching perception of the situation. There is no disgrace in our illiteracy. It is due to historic and formidable forces. There would be every disgrace, however, in a policy which would now perpetuate it by concealment, and which would feed its indifference upon the husks of a flattering and senseless optimism.

"I have said that we must educate. When I say 'we', I mean that

we must count all of our people within the fellowship of responsibility. Within the partnership of obligation, the great masses of our white people should hold the first place of initiative, dignity, and service. No man can go to them with alms. To rouse them to see their duty, their duty to their children, to themselves and to their country, and then to help them see how bravely and how well they themselves can perform this duty—we have here, as I have already said, the fundamental and distinctive element in the policy of the Southern Education Board." — EDGAR GARDNER MURPHY.

IDEALS IN EDUCATION.

"There are five educational ideals struggling for supremacy—the physical, the technical, the liberal, the theoretical, and the spiritual. The physical ideal declares that steady nerves and cheerful temper are the basis of a useful and happy life. The technical ideal is the ability to earn a living. The liberal ideal is to be at home in all lands and all ages. The theoretical ideal is devotion to truth for her own dear and precious sake. The spiritual ideal is grateful love to God, hearty support of all the great institutions of the family, the state, the church.

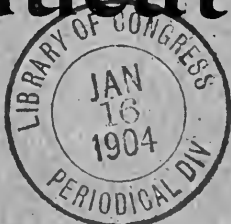
"Each of these ideals is necessary, yet neither of them alone is complete. They must be reconciled and assigned their respective places and proportion."—President W. D. W. HYDE, Bowdoin College.

APRIL 9, 1903

Price 50 cents per year



Southern Education



Voter says: "I am not in favor of paying more taxes to educate other people's children."

Cain said: "Am I my brother's keeper?"

Jesus said: "Thou shalt love thy neighbor as thyself."

St. John said: "If a man says, I love God, and hateth his brother, he is a liar."

"What costly works of art, what splendid galleries of sculpture or of painting, won by a nation's arms, or purchased by a nation's wealth, are comparable in value to the treasures we have in these children?"

—Horace Mann.

"To be the former of wise and great minds is as much more noble than to be wise and great as the creative is higher than the created."

—Horace Mann.

The German High School Teacher

Local Taxation

Southern Education Board

**Horace Mann on Necessity of Training for Teaching
The Field**

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

NUMBER 5

SOUTHERN EDUCATION BOARD

Executive Board of the Conference for Educa- tion in the South - -

Robert C. Ogden, Dr. Chas. W. Dabney, Dr. E. A. Alderman, Dr. C. D. McIver, Dr. H. B. Frissell, Geo. Foster Peabody, Rev. Wallace Buttrick, D. D., Hon. H. H. Hanna, Wm. H. Baldwin, Jr., Dr. Albert Shaw, Dr. Walter H. Pagè, and Edgar Gardner Murphy

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Executive Secretary associated with the President, Mr. Edgar Gardner Murphy, Montgomery, Ala.

God give us patience and strength that we may work to build up schools that shall be as lights shining throughout the land. Behind this movement for the education of the children of our land there stands the One who said, "Let there be light."—*Charles B. Aycock, Athens Conference.*

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**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, April 9. 1903

Sneeringly has the work of the Southern Education Board been referred to as the "Southern Education Scheme." And what, pray, are the Southern Education "schemers" up to? They are engaged simply and solely in impressing upon the people the great necessity of building up their own elementary schools.

And who are the Southern Education "schemers"? Those who are actively engaged in the work are mostly Southern men. In North Carolina, where the "schemers" have been most busy and persistent, their work has been done by Dr. Charles D. McIver, Gov. Charles B. Aycock, ex-Gov. Thomas J. Jarvis, State Superintendent J. Y. Joyner, and the city school superintendents, aided, assisted, and abetted by every educational force in

the state. No missionaries from the North have given any orders as to how the educational work there should be carried on.

And why is there such a thing as the Southern Education Board? It is because the white man in the South has the negro to educate and care for. The Southern Education Board asks to be allowed the privilege of helping a little to do what really is the duty of the whole American people. It is because the South had its all swept away by the Civil War. It is because our population is largely rural, which here makes the educational problem much greater and more difficult than elsewhere.

And what do the Southern Education "schemers" think about negro education? They declare that the negro should first of all be taught to work and thus to acquire property, attach himself to the soil and become a self-respecting citizen.

And who do these Southern Education "schemers" declare should do the work of awakening a greater

educational spirit and consciousness in the South? They declare that existing educational agencies and forces shall do that work—the chosen representatives of the people of the South, her state and county superintendents and other educational leaders.

But are not these Southern Education “schemers” attempting to destroy the self-respect and the traditions of the South? Hardly. Hundreds and thousands of dollars have heretofore been spent in the South and readily accepted for educational purposes by all classes. The State Normal College at Greensboro, North Carolina, has received Peabody money for the past ten years. Almost every city graded school in North Carolina has received and used Peabody money during its early and struggling period of growth. The same thing has happened all over the South. Yet no one ever before raised the question that the North was thereby sending us a wooden horse to destroy our social system and murder our traditions!

Southern Education Scheme! Why will you be so ignorant of our educational history? The educational campaign now going on in

the South was begun more than ten years ago by such men as Edwin A. Alderman, Charles D. McIver, P. P. Claxton, and others. It would be going on today even if there had never been a Southern Education Board! The Southern Education Board has only asked to help and to assist the work already being done.

Southern Education “Scheme”! Indeed! Sensible thinking men and women will think twice before they will charge that men like the late Dr. Curry, Dr. Alderman, Dr. McIver, Hon. Hoke Smith, Gov. Aycock, Gov. Montague, Gov. Frazier, and scores of other patriotic Southern men have any schemes to foist upon the people they love. These men have no “schemes.”

Southern Education “Scheme”! It was Judas who betrayed his Master with fair speech and a kiss. The children’s cause in the South has been betrayed before this and often by men who make fair speeches, mingled with appeals to prejudice and hatred. The men who compose the Southern Education movement appeal to the patriotism and to the genius of a free, united people. Their purposes may be known and read of all men.

Honesty, patriotism, and the children's cause! These need have no "schemes"!

What is the meaning of this whole Southern Education "Scheme"? It means a campaign of education for decent free schools for all the children and the consequent greater opportunity for all the people. That is the whole "scheme." Though men rise from the ashes of a dead past, arrayed in the garments of the dead gods, yet there is no other meaning to this Southern Education movement than that proclaimed by the patriotic Southern men who are fighting the cause of the children and of posterity!

When Paul and Silas went to Ephesus to preach the gospel of love and light, there were those who declared that "these men who have turned the world upside down have come hither also." And straightway the appeal was made to prejudice and hatred. Paul and Silas were "schemers" too! But the world owes them a debt of gratitude. May not Southern men today bring the message of light and opportunity for all the children to their own people without being accused of "schemes" and dark motives?

The exhibit of the result of a levy of a three-mill local school tax in the fifteen rural townships of Guilford County, North Carolina, may be found elsewhere. Several township exhibits are also given showing what would be the actual net result of voting a local tax in that county. And what is true of those townships is largely true of the whole state of North Carolina; what is largely true of North Carolina is largely true of the whole South. A few minutes' study of the tax books will reveal the true story and will silence the man who says the South is too poor to have better schools.

If all the rural townships in North Carolina would levy a three-mills local school tax, they would increase their present school term from an average of four months in the year to an average of seven months. Then, by consolidating the schools, teachers could be paid an average salary of nearly \$40 per month. The North Carolina public schools would be doubled in efficiency, in fact revolutionized, and nobody would be overburdened with taxation.

The record of the United States for 1902: \$250,000,000 for schools,

\$330,000,000 for churches and charity, and \$1,369,098,276 for drink! Think of it: nearly three times more money was spent in this country last year for drink than was spent for schools and churches! An average of \$17.33 per capita for drink alone—alcohol, coffee, tea, cocoa! If all the people of the South would stop their drink bills just 365 days and give the drink money to the schools, educational and religious work could be revolutionized within the next year.

There are still those in the world who think that education means mere book knowledge. But the progress of the kindergarten, industrial education, manual training, and the like, in connection with book training, gives promise of what the education of the future will mean for every child.

It is held by some that education does not lessen crime; that it merely changes the form of crime. This is only another way of saying that the world is not any better than it formerly was, and that universal, popular education is a failure. The patriotic American citizen can not surely be influenced by such pessimism.

Of course, everybody knows that mere ability to read and to write will not of itself make children better, yet all men know that reading and writing are the tools without which the blessings of all right education can not be obtained; without which the children can not be brought into contact with such moral and intellectual forces as will form their lives to do righteousness.

ALAMANCE COUNTY,

NORTH CAROLINA.

The present rural school fund of Alamance County, North Carolina, is \$16,639. There are 66 white schools and 28 colored schools. The area of the county is 494 square miles and the area of the average white school district is only 7.5 square miles. The present school term is about four and one-half months for each race. The salary of the county superintendent is \$518, or 2.8 per cent of the school fund. White teachers receive \$29 per month and colored teachers \$24.

The town of Burlington, in Alamance County, levies a local tax of 30 cents on each \$100 valuation of property and 90 cents on each poll for school purposes. This is an additional tax to that levied by the state. Burlington's total school fund is \$8,079. She pays her school superintendent \$1,200 a year, or 14.8 per cent of the school fund.

He supervises the work of 11 teachers. The county superintendent must supervise 94 teachers scattered over 494 square miles!

If Alamance County, the rural part of it, would assume the same burden as the town of Burlington has assumed, the result would be as follows:

A three-mill tax on \$3,740,802 property would yield \$11,222.40; a 90-cents tax on 3,393 polls would yield \$3,053.70, increasing the present school fund of \$16,639 by \$14,275.10, making a total school fund of \$30,914.10 for the rural districts. Local taxation in Alamance County means, then, an increase of the present school fund by 85 per cent. Of the increased tax four-sevenths of all the taxpayers would pay less than 90 cents a year property tax, a very slight additional burden.

Alamance County could consolidate her 66 white schools into 33 schools, making an average white district of something like 15 square miles. In such districts, locating the school-house in the center, no child would have to walk more than 2.5 miles to school. This would make the total number of white and colored schools 61, giving \$506.80 annually to each school provided the local tax is levied.

What would \$506.80 for each school in Alamance County mean? It would mean the ability of the county superintendent to place two teachers in each school in the county for six and one-third

months in each year, and pay them an average salary of \$40 per month, instead of \$26.50 as now.

Alamance County would have the same number of white and colored teachers as she now has, but their efficiency could be more than doubled, because the increased salary would secure better teachers. The schools could be graded. The term could be materially lengthened. The 66 poor white school-houses and grounds could be converted into 33 comfortable houses by proper administration.

There are eight districts in Alamance which will vote on local taxation this spring. But it would be a great advance for the whole county to take the same step. There could be no doubt about the results of such a step.

Finally, what is true of Alamance County is true of many other North Carolina communities. And what is true of the rural communities of North Carolina is largely true of the rural communities of the entire South. This definite exhibit is given in order to show the friends of education everywhere that the improvement and revolution of the rural schools of the South is not a problem that must wait years for solution.

THE FIELD.

WORTHY OF IMITATION.

Down at Melrose, Florida, the people have become awakened to the necessity of a longer school

term. One man gave \$25. A supper and entertainment was given by which \$100 more was secured. Then the county board took an interest in the school. Result: Melrose has two months longer school term than ever before.

COMMENDABLE.

The people of Boyce, Clark County, Virginia, gave an entertainment on the night of April 3, the proceeds of which will be devoted to erecting a larger and more commodious school building.

The existence of poor school-houses in any community is as much a disgrace as the existence of poor church houses.

CAN'T YOU DO LIKEWISE?

Miss Byrd, teacher of Boulevard Public School, Pierce County, Georgia, has awakened much educational interest in her community. Some trees have been planted around the school-house and the yard put in better order. Several parents have agreed to make desks for the school-room. Miss Byrd has raised seven dollars in cash to assist the patriotic parents who are trying to put the school-house in comfortable condition.

A SYMPTOM OF PROGRESS.

The Cason School, near Waycross, Georgia, has begun to feel the influence of modern educational progress. The school yard has recently been cleared of rubbish by the patrons, and four dozen shade trees planted.

WORTH TRYING.

The Board of Education of Clayton County, Georgia, has discarded the one-week summer institute and instead provided for a monthly meeting of the teachers during the school term. The meetings are held for the professional discussion of the subjects taught in the schools, under the leadership of an expert teacher. This plan will doubtless be more fruitful of results than the one-week summer institute, yet the meetings are too far apart.

THE PEABODY FUND.

State Superintendent J. Y. Joyner, of North Carolina, is an ardent advocate of the division of the Peabody Fund. At his instance the North Carolina legislature recently passed the following resolution:

"WHEREAS, George Peabody gave in trust for a period of thirty years, for the advancement of public education in the South, one million dollars, February 7, 1867, and gave one million dollars additional June 29, 1869; and,

"WHEREAS, In his letter of donation of same date, June 29, 1869, he expressed his wish in regard to the final distribution of the fund as follows: 'It is my desire that when the trust is closed and the final distribution made by yourselves or your successors, all the fourteen Southern states, including Maryland, Kentucky, Missouri, and Texas, shall share in that distribution according to their needs,' and,

"WHEREAS, It is stated in the public press that the trustees of the Peabody Fund contemplate closing the trust and concentrating the fund in one large teachers' college instead of distributing it among the Southern States, according to their respective needs; therefore,

"RESOLVED, by the House of Representatives, the Senate concurring:

"1. That the trustees of the Peabody Fund be requested to set aside for educational purposes in North Carolina the sum to which the state may seem to be entitled under the said deeds of trust of February 7, 1867, and June 29, 1869.

"2. That the Governor and the Superintendent of Public Instruction be requested to confer with the trustees of the Peabody fund in regard to this matter."

CLUB WOMEN'S EFFORTS.

The club women of Alabama are trying to raise \$1,000 by May 1st for scholarships at the Girls' Industrial School. The General Education Board has promised to duplicate all scholarships up to \$1,000. If the \$2,000 is secured, it will mean the education of twenty girls who would not otherwise have the opportunity.

TEACHERS' PENSIONS.

The public school teachers of Virginia have recently asked the General Assembly to inaugurate a pension system for teachers. The bill presented provides that when-

ever any person in that state has taught in any of the public or normal schools twenty-five years and has reached the age of sixty, having a record without reproach, and by reason of physical or mental disability or infirmity, is unable to teach longer, then the State Board of Education shall place such teacher on the retired list, to receive a pension of \$200 annually, payable quarterly.

SCHOOL-HOUSE DEDICATION.

Broussard Public School, Lafayette parish, Louisiana, was dedicated April 5th, Prof. Alcee Fortier, of Tulane, delivering the dedicatory address. The school-house is modern in architecture and is furnished with modern desks and hyloplate blackboards. There are three teachers. The school building was erected largely by the efforts of the patrons, not by the public funds. A local tax will be voted to increase the term next year.

PROGRESS IN GEORGIA.

County School Commissioner M. L. Duggan, Hancock County, Georgia, has offered a prize of a flag to the country school which will show the greatest improvement in school grounds and school-room decoration during the current year. A number of schools are actively engaged in competing for the prize. The work of beautifying the school-houses and grounds of Hancock County has been materially advanced during the year by organizations of women.

LOUISIANA PROGRESS.

The people of Calhoun district, Ouachita Parish, Louisiana, are taking steps to vote a local tax for public schools. It is the intention to make the tax large enough to run an eight months' school in the community hereafter.

MONROE (LA.) SUMMER SCHOOL.

The following resolution was recently adopted at a mass meeting of the citizens of Ruston, Louisiana:

Resolved, That since the State Institute Board had already located a summer school in Monroe before the offer of \$1,000 for the advancement of industrial training among the teachers was made to Ruston by the General Education Board, and wishing to co-operate most cordially with the educational forces of the State, and believing that the greatest good for the cause of education can be best accomplished by united, determined effort, and believing that a great educational awakening is coming to all our people, and recognizing that it is the supreme duty of every citizen to work harmoniously for the greatest good to the greatest number, we therefore, the citizens of Ruston, recommend that the money to be invested by the General Education Board for industrial education be expended in the summer school of Monroe.

"J. B. ASWELL, *Chairman*,

"B. F. THOMPSON, *Mayor*."

This donation gives the summer school a working fund of about

\$2,500 and insures the largest attendance of teachers and the most successful school of the kind ever held in the State. All North Louisiana will be represented.

PROGRESS IN TENNESSEE.

The Tennessee legislature during the present session has considered bills to increase the salary of the superintendent, to fix a minimum salary for county superintendents, uniform examination of teachers, consolidation of schools, increasing school revenues, compulsory attendance, providing a six months' school term. Several of these measures will become laws at this session and all of them in the not very distant future.

A HOPEFUL SIGN.

The people of Dallas, Georgia, have voted 109 to 2 to issue bonds for a public school building. It requires a two-thirds majority of the voters in Georgia to issue bonds and levy special local taxes. The necessary two-thirds majority in this instance was secured and Dallas will have a modern school building, much to the joy of the wide-awake and progressive element of her population.

LOCAL TAXATION.

LIBERAL PROVISIONS OF MISSISSIPPI
LOCAL TAXATION LAWS.

The following are the statutory laws of Mississippi as to local taxation:

Any municipality of three hundred or more inhabitants may be declared a separate school district by an ordinance of the mayor and board of aldermen, but shall not be entitled to the rights and privileges of a separate school district, unless a free public school shall be maintained therein for a term of at least seven months in each scholastic year.

The mayor and board of aldermen of a municipality, constituting a separate school district, shall annually levy a tax sufficient to pay for fuel and other necessities for its public free schools, and shall make such levy of taxes as may be necessary to maintain the schools after the expiration of the four months' term provided by the state, or to supplement during the four months for the funds distributed by the state. And such municipality may levy and collect taxes to erect and repair school buildings, and may issue bonds for that purpose in the manner provided in the chapter on municipalities. But a tax in excess of three mills on the dollar shall not be levied or collected without the consent of a majority of the taxpayers of the municipality.

The Constitution of Mississippi says: "There shall be a common school fund, which shall consist of the poll-tax (to be retained in the counties where the same is collected) and an additional sum from the general fund in the state treas-

ury which together shall be sufficient to maintain the common schools for the term of four months each scholastic year. But any county or separate school district may levy an additional tax to maintain its schools for a longer time than the term of four months.

FIGURES WITH A MORAL.

The State Superintendent of North Carolina reports that the extra \$100,000 appropriated to enable each district in the State to have a four months' school term during the school year 1902-03 has been spent in 2,880 white and 984 colored districts. There are 5,653 white districts in North Carolina and 2,441 colored districts. Part of the extra appropriation was required, therefore, in 50.8 per cent. of the white districts and in 40.3 per cent. of the colored districts. However, the Superintendent's report for 1902 showed a State school fund of \$1,250,000 for the rural schools, after deducting amounts apportioned to city schools and amounts raised by local taxation. The average salary of a white teacher in North Carolina was \$26.78; of a colored teacher, \$22.19. In other words, the average teacher received \$24.48 monthly for services during the year 1901-02.

Again, there were 7,888 schools, white and colored, taught in North Carolina during the year 1901-02. If the State had apportioned the \$1,250,000 fund to each school in-

stead of apportioning it per capita, each school would have received something more than \$158. With \$158 each school could have employed a \$25 a month teacher for six and one-third months. According to the per capita method, the average term was only four months, the teacher receiving less than \$25 per month!

With the amount of money the State has spent for her public schools during the year 1902-03, she might have had a four months' school in 8,000 districts, each teacher receiving \$40 per month!

The administration of the school funds of the State should receive more attention from some source than it has received in the past.

If these figures were carried a step further it would be easy to show that North Carolina could have a thousand less white schools and still have a school-house within two miles of every white child in the State. This would enable the schools to run longer and pay their teachers an increased salary.

LOCAL TAXATION.

AN EXHIBIT SHOWING RESULTS IN FIFTEEN RURAL TOWNSHIPS.

The following facts and figures will show at a glance what local taxation will do for the rural schools of Guilford County, North Carolina. Guilford County is in Piedmont North Carolina. What is true of Guilford is substantially

true of two-thirds of the counties of the state. The figures are for fifteen rural townships:

	White	Color'd	Total
Polls - - -	2,160	426	2,586
Total property	\$2,640,940	\$59,927	\$2,700,867

Number of Persons Paying Taxes.

	White	Color'd	Total
On Polls only -	349	178	527
Under \$300 -	1,823	485	2,308
From \$300 to \$500 -	550	24	574
From \$500 to \$1,000 -	779	13	792
From \$1,000 to \$3,000 -	650	3	653
From \$5,000 up -	32	.....	32
Total No. Taxpayers	4,183	703	4,886

Total taxes for schools in 15 townships..... \$12,327
 If special tax is voted, 2,568
 polls at 90 cents would add .. \$2,327 40
 And \$2,700,867 of property at 30
 cents would add 8,102 60— 10,430

Making total apportionment..... \$22,757
 Increasing fund 85 per cent.
 Of this increase four-sevenths of the taxpayers
 would pay less than 90 cents property tax.

GREENE TOWNSHIP.

An exhibit showing what local taxation would do for the schools of Greene township, Guilford County, North Carolina:

	White	Color'd	Total
Polls - - - -	173	15	188
Total valuation of property - -	\$208,312	\$1,952	\$210,264

Number of Persons Paying Taxes.

	White	Color'd	Total
On Poll only - -	17	5	22
On less than \$300 -	168	13	181
On \$300 to \$500 -	48	1	49
On \$500 to \$1,000 -	60	.....	60
On \$1,000 to \$5,000 -	51	.....	51
Over \$5,000 - - -	1	.....	1
Grand total - -	345	19	364

Total apportioned for schools now \$1,005
 If special tax is voted, 188 polls at
 90 cents would add \$169 20
 And \$210,264 of property at 30
 cents would add 630 80— 800

Making total apportionment..... \$1,805
 Increasing fund 80 per cent.
 Of this increase five-ninths of taxpayers would
 pay less than 90 cents property tax.

WASHINGTON TOWNSHIP.

An exhibit showing what local taxation would do for the schools of Washington township, Guilford County, North Carolina:

	White	Color'd	Total
Polls - - - - -	133	13	146
Total value of property - - - - -	\$132,060	\$1,027	\$133,087

Number of Persons Paying Taxes.

	White	Color'd	Total
On Poll only - -	19	5	24
Under \$300 - -	124	14	138
From \$300 to \$500 -	34	....	34
From \$500 to \$1,000	50	....	50
From \$1,000 to \$5,000	34	....	34
Over \$5000 - - -	2	....	2
Total No. Taxpay'rs	263	19	282

Total apportionment for schools now.... \$ 637 00
 If special tax is voted, 146
 polls at 90 cents would add... \$131 40
 And \$133,087 of property at 30
 cents would add 399 26— 530 66

Making total apportionment..... \$1,167 66

Increasing fund 80 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax.

MADISON TOWNSHIP.

An exhibit showing what local taxation would do for the schools of Madison township, Guilford County, North Carolina:

	White	Color'd	Total
Polls - - - - -	118	32	150
Total valuation of property - - - - -	\$111,640	\$4,333	\$115,973

Number of Persons Paying Taxes.

	White	Color'd	Total
On Polls only - -	19	11	30
Under \$300 - - -	93	33	126
From \$300 to \$500 -	30	3	33
From \$500 to \$1,000	39	....	39
From \$1,000 to \$5,000	31	....	31
Over \$5 000 - - -	....	....	....
Total No. Taxpay'rs	212	47	259

Total apportionment for schools now \$ 682 00
 If special tax is voted, 150 polls
 at 90 cents would add..... \$135 00
 And \$115,973 property would
 add 347 91— 482 91

Making total apportionment..... \$1,174 91

Increasing fund 75 per cent.

Of this increase three-fifths of property owners would pay less than 90 cents property tax.

DEEP RIVER TOWNSHIP.

An exhibit showing what local taxation will do for the schools of Deep River township, Guilford County, North Carolina:

	White	Color'd	Total
Polls - - - - -	143	18	161
Total value of property - - - - -	\$146,693	\$1,269	\$147,962

Number of Persons Paying Taxes.

	White	Color'd	Total
On Poll only - -	13	7	20
On less than \$300 -	126	15	141
On \$300 to \$500 -	27	2	29
On \$500 to \$1,000 -	58	....	58
On \$1,000 to \$5,000	39	....	39
Over \$5,000 - - -	....	....	....
Total No. Taxpay'rs	263	24	287

Total apportioned for schools now..... \$ 625 00
 If special tax is voted, 161 polls
 at 90 cents would add \$144 90
 And \$147,962 of property at 30
 cents would add 443 88— 588 78

Making total apportionment..... \$1,213 78

Nearly doubling fund.

Of this increase four-sevenths of taxpayers would pay less than 90 cents property tax.

ROCK CREEK TOWNSHIP.

An exhibit showing what local taxation will do for the schools of Rock Creek township, Guilford County, North Carolina:

	White	Color'd	Total
Polls - - - - -	165	37	202
Total valuation of property - - - - -	\$265,581	\$5,654	\$271,235

Number of Persons Paying Taxes.

	White	Color'd	Total
On Poll only - -	34	15	49
Under \$300 - - -	138	44	182
From \$300 to \$500 -	53	1	54
From \$500 to \$1,000	45	3	48
From \$1,000 to \$5,000	55	....	55
Over \$5,000 - - -	5	....	5
Total No. Taxpay'rs	330	63	393

Total apportioned for schools now..... \$ 862 00
 If special tax is voted, 202 polls
 at 90 cents would add..... \$181 80
 And \$271,235 property at 30
 cents would add 813 70— 995 50

Making total apportionment \$1,857 50

Increasing fund 115 per cent.

Of this increase five-ninths of taxpayers would pay less than 90 cents property tax.

TEACHERS' SALARIES.

The average salary of a white teacher in South Carolina last year was \$195.28. It is said that the average cook in Charleston and Columbia receives something like \$200 a year! The girls who fill the bottles in the State Dispensary at Columbia, with liquor, get \$300 a year. South Carolina pays the county jailer as much for feeding and clothing criminals as she pays her country school teachers. Yet there is a higher standard of living expected of a teacher than of a cook or of one who fills bottles in a dispensary!

The consciousness of the public must be aroused to the fact that the training of children is the highest calling of mankind, requiring broad knowledge and careful preparation. But real men and women will not prepare themselves for a vocation which is the last resort of the needy and the physically incompetent and which subjects its devotees to a life of poverty and public ingratitude.

EDUCATIONAL CONDITIONS
IN SOUTH CAROLINA.

Speaking of educational conditions in South Carolina, the *Columbia Educational* says:

"Three months school term—20 days out of the month, 5 hours a day, 300 school hours out of a year of 8,760; the teacher receiving the munificent salary of \$75 a year; this teacher changing nearly every year;

the schools unorganized, not supervised; the teachers untrained, not knowing what or how to teach and with no one to show them; the children being advanced in an irregular, haphazard way. Why do not some of the reformers and statesmen and newspapers get hysterical about these things?"

EDUCATION OF TEACHERS.
THE TRAINING OF THE GERMAN
HIGH SCHOOL TEACHER.

Germany enjoys the reputation of having the most efficient body of teachers in the world. This reputation is not the result of accident and is not to be attributed to any peculiar favors of fortune. Germany simply had the good sense at a critical period in her history to do two things: first, to define for herself quite clearly the thing which she needed; and then, to work definitely and heroically for the attainment of that thing. The result is an educational system which has set the pace for modern states.

While we can never care to copy an educational system organized for the realization of social ideals so different from our own, we can, nevertheless, learn many lessons from a careful study of German methods, and none, perhaps, of greater moment than that deriving from the education and status of the German teacher.

In 1707 Francke opened in Halle his *Seminarium selectum praeceptorum*. During the first half of the

century, more than a thousand elementary schools were opened in Prussia and supplied with teachers, selected largely by Francke himself. In 1763, Frederick the Great ordered that all teachers should pass a state examination and that to be eligible for appointment to position in the elementary schools supported by the crown, one must have been trained in the Berlin Seminary. But this, while a step in the right direction, could not establish teaching as a profession so long as many of the schools were under the control of the church and of private patrons. In 1794, the *Allgemeine Landrecht* declared all schools to be state institutions, subject to state control. This is the foundation upon which Germany built so rapidly and so effectively during the century which followed. In 1810, Humbolt secured an order requiring all candidates for positions in the higher schools to pass an examination different from that required for admission to holy orders. In 1812 an examination on leaving the *Gymnasium* was made obligatory and universal. In 1834 this certificate of graduation from a higher school was required for entrance to the university. With this last step the state had command of all the machinery necessary to elevate teaching to the plane of a profession. How this has been used, the present requirements will show.

The youth looking to a position in a German higher school must

first complete the full nine-year course in an approved higher school and pass a satisfactory leaving examination. If he has lost no time, he is now 18 years old and ready to begin his professional training. Choosing the subjects which he proposes to teach, he enters the university, where he spends about four years acquiring special scholarship together with a general knowledge of philosophy and education. He may now make application for his state examination. His examination is conducted by a state board, composed of university men, each a specialist, in the subject on which he will examine the candidate. The examination will test the candidate's proficiency in philosophy and pedagogy; in the German language and literature; in the doctrines of his religion; and finally, it will test his knowledge of the subjects which he proposes to teach. The candidate is expected to show himself qualified in four subjects and is not permitted to teach any subject in which he is not certificated. This examination is a searching test of the candidate's knowledge and of his ability to use it. It requires an elaborate essay on some theme in philosophy or pedagogy and one in each of his major subjects. These essays, if found satisfactory, are followed by an oral test. The whole examination requires about a year.

The candidate who has passed this examination in a satisfactory manner, may now enter the Semi-

nary, where he spends one year in getting a more definite knowledge of pedagogical and didactic principles, and a familiarity with practical workings of the higher school. If the performance of this year has been found satisfactory, the candidate is now given a year of practice teaching under the supervision of an experienced gymnasium director. The candidate who has successfully passed this ordeal is now put upon the waiting list, from which appointments are made as vacancies occur.

The candidate is now 26 years old, and may expect to wait on an average five years for an appointment. This interval, or a large part of it, is frequently spent in military training, which gives to the highest type of Prussian teacher that precision, that manly bearing, that power of personal presence which contribute in no small degree to his efficiency.

When he finally enters upon his work as teacher, it is as a state official, a highly honored member of the civil service. He is now a life member of a profession which gives him social standing. He may now stand squarely upon two feet and face the world frankly without offering any apology for his existence. And when he is old, the state, to which he has given his life, grants him a pension in recognition of his service.

Germany is thus served by a body of men equipped for the service. She will have none other.

A few features of this system are worthy of special remark. In the German system there is sufficient central control to insure a high standing of efficiency. The church or the private individual who would serve Germany must submit to state supervision and must live up to its standard of excellence.

In the second place, it is not possible for boys and girls even to become candidates for immediate election to positions in higher schools. These schools are staffed with mature men and men of mature scholarship. Each man is a trained specialist in his subject. In the third place, his professional training is given him, not as a substitute for scholarship, but to supplement the sound scholarship which it requires as its basis. Germany in this lives up to the sentiment of President Striker: "You can't put a fine edge on pot metal." Finally, Germany is served by men who give their lives to the profession. No girl will think of spending thirty years of her life getting ready to enter a profession which she expects to use as a means of making money with which to buy her trousseau; no young man can use it as a stepping-stone to law, medicine, or business.

In America the graduate of the high school may be returned immediately to that same school as teacher; in Germany, the graduate of the higher school has had about twelve years of maturing with a thorough test of efficiency before being permitted to enter the higher

school as teacher. Here is a difference worthy of our consideration.

W. R.

RURAL SCHOOL-HOUSES.

REPORT OF WORK DONE BY THE OFFICERS OF THE FORSYTH COUNTY (N. C.) ASSOCIATION FROM NOV. 20 TO DECEMBER 20, 1902.

When the officers of the Women's Forsyth County Association for the Improvement of Public Schools began work they found that Forsyth had seventy schools, eight thousand school children, only four thousand attended school, and of that number only three thousand attended regularly. Six schools, one of them colored, had libraries; one had pictures on the walls; three had maps; one had introduced manual training and was struggling almost hopelessly to raise funds to continue the work. All of the school-houses except four were good and most of them were new. The majority of the teachers were doing faithful work, and when the average attendance is small the fault seems to be largely due to ignorant parents and indifferent committeemen. From November 20th to December 20th the ladies have driven 225 miles, visited 34 schools, attended teachers' institutes, and talked with parents, teachers, committeemen and children, trying to impress upon all the necessity for libraries, clean school-houses with pictures on the walls, and neat grounds. They have recommended

that windows be washed and stoves polished; that door-mats be provided so muddy little feet would not transform school floors into real estate; that wood boxes hold the stove wood; and that papers and lunch boxes be burned instead of being thrown out of doors.

They have endeavored by every means in their power to interest committeemen and parents in the schools in their charge, and have succeeded beyond their expectations. Of the thirty-four schools, thirty-two have promised to improve house and grounds and so win the set of *Youth's Companion* pictures given by that paper to every school so doing. In a recent letter from the editors it is very gratifying to read:

"We are hearing every day from schools where you have visited. The teachers tell us of their interest in the movement, and the energy with which they propose to go at the work of improvement. All teachers who have thus written have received pictures."

Twenty-one of the thirty-four schools have promised to work for libraries, eight having already sent in their money, while the others hope to raise the necessary amount soon after the Christmas holidays. Mr. Robert Ogden has presented a set of Perry pictures to each of the seventy schools, and, in addition, has sent forty pictures to be given as prizes to the teachers raising money for a library.

The officers have been deeply touched by the many invitations they have received from teachers and committeemen to visit schools, and are greatly encouraged by the increasing number of people who come to meet them on their school visits.

As some of the schools had no names, the Board of Education gave the ladies the privilege of remedying such a state of affairs, and three schools have been christened: "The Robert C. Ogden," "The Perry Mason," and "The Katharine Clark."

The plan of work is as simple as it is systematic: The county is divided into townships, each school in the township is visited, its needs and possibilities discussed with teachers, parents and committeemen, a complete record is made of the number of scholars, average attendance, condition of house and grounds. When extra work has been done by teachers and pupils to improve existing conditions special note is made of it. A full report is then published in the local papers, copies being sent to all interested. This has been of great advantage, as teachers take pride in having good reports, and, in addition, it keeps the county in touch with the schools and the work of the association.

So satisfactorily has the work progressed that by another year the officers can turn it over to others, and begin similar work in one of the nearby mountain counties.

LUCY BRAMLETTE PATTERSON.

"With us legislators study the will of the multitude, just as natural philosophers study a volcano, not with any expectation of doing aught to the volcano, but to see what the volcano is about to do to them."—HORACE MANN.

RIGHT EDUCATION.

"Every son, whatever may be his expectations as to fortune, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity, whether those claims require the labor of the head or the labor of the hand."

—HORACE MANN.

THE TEACHER'S REWARD.

A school-teacher in a northern city recently received this letter:

"My Dear Teacher: When I left you I went West and have traveled over the Rockies. I was in the mines several years, two years prospecting in Smoky Gulch until I discovered the *Alice Brown* mine. Enclosed is a check for five hundred dollars, the first gold taken from the mine. Take it. It is yours. You earned it, getting the bad out of me. I have been offered fifty thousand dollars for the mine. When it is sold, I am coming to see the woman who made a man out of a bad boy. I remain, as ever, Yours,

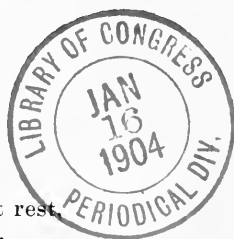
"JACK RUGGLES."

APRIL 16, 1903

Price 50 cents per year



Southern Education



Without halting, without rest,
Lifting better up to best;
Planting seeds of knowledge pure,
Through earth to ripen, through heaven endure.

—Emerson.

"The State will do its duty when it makes it possible for every child within its limits to attend, free of expense, a kindergarten, a common school, and a high school, taught by capable teachers, administered by competent officials, and fostered and sustained by the dignity and influence of the Commonwealth."

—W. W. Stetson, Maine.

The Tennessee Campaign

Local Taxation

The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

made for entry at Postoffice at Knoxville
as second-class matter.

NUMBER 6

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Thursday April 16, 1903

The teacher is the real center of all education. Among the educational problems, therefore, which must be solved before our schools become efficient the teacher problem is perhaps the most vital. He must be trained to teach. He must possess more than a little knowledge which is the common property of mankind.

In Minnesota 4,200 of the 12,600 public school teachers have been trained in normal schools. Minnesota has five state normal schools for the training of teachers.

One million people live in one-room cabins in Georgia. And Georgia is not the only state, a large portion of whose population lives in the same kind of houses. The pity of the story is not that those people are poor, but that they are both poor and inefficient. What is lack-

ing to make that 1,000,000 people worth more to the Church, to the State, to themselves?

Mail carriers, policemen, firemen, nurses, dressmakers, good cooks, typewriters, all get more wages annually than teachers, yet the teacher's work demands more extensive and expensive preparation for efficiency than any of the occupations named.

At a county educational meeting, held at Hillsville, Virginia, on April 3rd and 4th, the question of better schools, additional taxes, consolidation and grading of the country schools, and kindred subjects were discussed. The meeting was not as largely attended as the *Carroll Journal*, of Hillsville, thinks it should have been. The *Journal* is moved to remark that "if it had been a political meeting, called to hear a battle of words between rival candidates, there would have been ten times as many people present" as were present at this educational meeting. Don't worry, beloved, the people go to hear what they are interested in hearing. The thing for all of us to do is to talk school and

education until the people are aroused and interested. Down in North Carolina Dr. McIver, Governor Aycock, ex-Governor Jarvis, and the school campaign speakers can get as large crowds to hear them talk school as the political speakers can get to hear them talk politics. There is hope for Virginia and the whole South. What has happened in North Carolina can happen everywhere. Constant, persistent campaign work will tell.

TENNESSEE CAMPAIGN.

PRELIMINARY STEPS TAKEN AT
NASHVILLE, APRIL, 7-9.

Pursuant to a call issued by State Superintendent A. S. Mynders 90 of the 96 county superintendents of Tennessee, many city superintendents, school directors, and friends of education assembled at Nashville, Tuesday evening, April 7th, to discuss educational conditions. The conference held its sessions in the chapel of the Peabody Normal College, and adjourned Thursday night, April 9th, after formally adopting the following resolutions:

"We, the school officials of the State, in conference assembled, favor a vigorous educational campaign being made in every county and district in the State, it being necessary to create public sentiment favorable to and demanding an improvement in our public schools. We suggest:

"First, Agitation for an increased school fund by the State.

"Second, Local taxation for educational purposes.

"Third, Consolidation of weak schools into strong central schools.

"Fourth, Higher training of teachers and the encouragement of those who wish to make teaching a life profession.

"Fifth, Encourage the establishment of teachers' and pupils' libraries.

"Sixth, The establishment of one or more high schools in each county.

"Seventh, The elimination of politics and nepotism from the public schools.

"Eighth, Intelligent and economic expenditure of the school money."

Notable addresses were made by Governor James B. Frazier, Superintendent Mynders, Dr. G. R. Glenn, of Georgia, Dr. Charles D. McIver, of North Carolina, Dr. Wallace Buttrick, of the General Education Board, Prof. P. P. Claxton, Dr. Charles W. Dabney, and others, all emphasizing the importance of education and the necessity of awakening the people to the end that they will demand better educational facilities for their children.

LOCAL TAXATION.

An exhibit showing what local taxation would do for the school interests of two townships in Pitt County, North Carolina, if a three mills property and a 90 cents poll tax were levied:

GREENVILLE TOWNSHIP.

	White	Color'd	Total
Polls - - - -	587	503	1,090
Total property - -	\$1,255,267	\$65,876	\$1,321,143

Number of persons paying taxes.

	White	Color'd	Total
On poll only - -	111	265	376
" less than \$300 -	389	344	733
" \$ 300 to \$ 500 -	115	27	142
" \$ 500 to \$1000 -	140	21	161
" \$1000 to \$5000 -	254	12	266
" over \$5000 - -	53	....	53
Total No. Taxpayers	1,062	669	1,731

Total apportioned for schools now..... \$3,607.70

If special tax is voted 1,090
polls would add..... \$ 981.00

And \$1,321,143 property
would add..... 3,963.43— \$4,944.43

Making total apportionment..... \$8,552.13

Increasing fund 137 per cent.

Greenville township embraces the town of Greenville, yet 1,109 of the 1,731 taxpayers would pay less than 90 cents additional tax if the local tax were levied.

FARMVILLE TOWNSHIP.

	White	Color'd	Total
Polls	219	231	453
Total property	\$143,943	\$20,391	\$164,334

Number of Persons Paying Taxes.

	White	Color'd	Total
On Poll only.....	15	52	67
" less than \$300.....	168	205	373
" \$300 to \$500.....	29	8	37
" \$500 to \$1,000.....	54	6	60
" \$1,000 to \$5,000.....	87	1	88
" over \$5,000.....	9	....	9
Total No. Taxpayers	362	272	634

Total apportioned for schools now.....\$1,455 00

If special tax is voted, 453 polls
would add.....\$ 107 70

And \$164,334 property would
add..... 1,393 00— \$1,800 70

Making total apportionment..... \$3,255 70

Increasing fund, 124 per cent.

In Farmville township 440 out of 634 taxpayers would each pay less than 90 cents of the local tax.

SUMMER SCHOOLS.

TUSKEGEE.

The Tuskegee Normal and Industrial Institute at Tuskegee, Ala., will hold a summer school for colored teachers beginning Monday, June 29, 1903. Special features of the school will be kindergarten work, manual training, nature study and industrial courses, together with courses of lectures by eminent educators of both races. Especial attention will be given to primary methods.

COLUMBIA.

The South Carolina College, Columbia, has issued an attractive circular, announcing Spring Term for Teachers, of six weeks, from April 13 to May 22, designed for teachers whose school term may admit of attendance. By special act of the legislature such students are exempted from tuition and other college fees. Their only expenses will be for board.

SUMMER SCHOOL OF THE SOUTH.

The second session of the Summer School of the South will be held at Knoxville, Tennessee, June 23 to July 31, 1903. The faculty consists of 90 members; 150 courses of study will be offered, so arranged into schools as to permit continuity of study. Preparations have been made to avoid overcrowding of classes and to accommodate the 2,500 teachers expected to attend this year. More than 2,000 were

enrolled last year. The faculty this year will be an especially strong one. Primary methods will be given large attention, quite a number of the best known primary teachers in the United States having been secured. The primary work will be illustrated with classes of children. A large number of general lecturers have also been secured. All railroads will sell round-trip tickets for one first-class fare, plus 25 cents.

PEABODY.

The Peabody College for Teachers, Nashville, Tennessee, will hold its second summer session June 3 to July 29, 1903. Work will be done in primary and elementary subjects and methods, secondary and college courses, and in psychology and education. The railroads will sell round-trip tickets for one fare.

MISSISSIPPI.

The University of Mississippi announces its Summer School for Teachers to be held June 16 to July 23, 1903. The courses embrace common school subjects, high school and college subjects, pedagogy, psychology, special work for superintendents, institute conductors, educational campaigners, Sunday school institute work. There will be a number of general lecturers, including Hon. G. R. Glenn, Dr. Edward Gardner Murphy, Dr. Wallace Buttrick, Dr. McIver, Dr. Branson, Bishop Galloway, Professor Claxton, and others.

THE FIELD.

A PUBLIC LIBRARY.

By a vote of four to one, the people of Union, South Carolina, decided, on April 7th, to appropriate \$1,000 annually to maintain the free public library recently given the city by Andrew Carnegie. Mrs. B. G. Clifford was the chief promoter of the library movement.

RANDOLPH COUNTY, N. C.

Three white school districts were recently consolidated in Columbia township, Randolph County, and two colored districts in another township. Providence township will vote a local tax for schools on May 7th.

FRANKLIN COUNTY, N. C.

At a meeting of the county board of education, April 7th, without a dissenting voice in the communities, six white schools in one township were consolidated into two. One of the large districts is to have an \$800 building and the other a \$600 building, half of the money in each case having already been donated by citizens. Four other communities applied for consolidation with an offer of \$250 each to consolidate about ten schools. This consolidation will probably be accomplished in the near future, as the campaign for it is now going on. In Dunn's township three public school-houses have been built this year at an average cost of \$600 each. The whole township is about ready to vote a special tax for schools. Pilot school,

of which Miss Una Davis is the teacher, with a total school population of 78 children, has an enrollment of 72 and an average daily attendance for the entire term of 56 $\frac{1}{4}$.

WILKESBORO, N. C.

Wilkesboro, the county seat of Wilkes County, North Carolina, voted a local tax and in favor of establishing a graded school, on April 7th. State Superintendent Joyner recently made three educational addresses in the county. A movement has also begun there to consolidate school districts. Two other small towns are soon to vote on the local tax question.

WEST VIRGINIA.

The State Superintendent of West Virginia proposes to have the law fix the minimum school term in that state at six months. Many districts have only four months at present. There is also a movement on foot to enact a compulsory school law, consolidate schools, and to raise the minimum salary that can be paid teachers.

GREENVILLE, NORTH CAROLINA.

On April 7th, Greenville, Pitt County, North Carolina, voted \$10,000 bonds to erect a public school building. Greenville has a large negro population. Ex-Governor Thomas J. Jarvis, who is an earnest advocate of popular education, lives at Greenville.

UNION CITY, TENNESSEE.

The fourth annual meeting of the West Tennessee Educational Asso-

ciation will be held at Union City, May 8th and 9th. Such subjects as the professional training of teachers, industrial education in the rural schools, and school libraries, will be discussed. Governor James B. Frazier, Superintendent J. H. Hinemon, of Arkansas, Professor P. P. Claxton, and State Superintendent Myners, of Tennessee, will take part in the discussions.

JASPER, GEORGIA.

The town of Jasper, Pickens County, Georgia, voted April 7th to issue \$3,000 worth of bonds for the purpose of equipping a suitable school building for the town. The work on the new school building will begin at once.

CLAYTON COUNTY, GA.

By a recent resolution of the School Board of Clayton County, Georgia, all the rural schools of the county have been placed under a graded system. The School Board and the County Superintendent are taking preliminary steps towards such an organization of their schools as will make possible the more efficient supervision of them. The ungraded school is soon going to be a thing of the past.

WHITWELL, TENNESSEE.

The citizens of Whitwell, Marion County, Tennessee, whose schools were recently closed on account of mud and water around the building and an epidemic of sickness, have started a movement to build a school house to cost \$5,000. A mass meet-

ing on April 1st appointed a committee to raise the necessary funds. Something over \$1,000 has already been subscribed by the citizens of the town. It is said the Miners' Union will doubtless make an assessment to assist in raising the necessary funds.

WILKES COUNTY, N. C.

The school districts of Eschol and Oakwood, in Wilkes County, North Carolina, were consolidated at a mass meeting held on Saturday, April 4th. The mass meeting further decided on the location of the new school-house which will be within two miles of every child in the district. These two districts contain about 65 pupils each; the consolidated district will contain more than 130. The new school-house will be erected during the summer months.

GREENE COUNTY, VA.

An educational conference of the Seventh Congressional District of Virginia was held at Stannardsville, Greene County, on April 9th and 10th. Besides the county superintendents of the district, there were present Dr. Paul B. Barringer, President of the University of Virginia, Dr. Charles W. Kent, of the University of Virginia, and Superintendent Vawter, of the Miller Manual Training School.

MONROE, LA.

The Parish School Board of Monroe, Louisiana, on April 4th, voted to expend \$6,000 to build an

annex to the Central High School building of Monroe. Work on the building will begin at once.

LAFAYETTE, LA.

At the dedication of the Broussardville school, Lafayette, Louisiana, on Sunday, April 5th, Reverend Father Rouget unqualifiedly endorsed the movement for popular education and called upon all present to sign the petition for a special tax, himself setting the example by first signing. Father Rouget's speech had telling effect. All present crowded forward to sign the petition.

METHODIST EDUCATION BOARD.

Dr. J. D. Hammond, Secretary of the Board of Education of the Methodist Episcopal Church, South, has sent out circulars calling attention to the fact that eight-tenths of the Southern people live in the country and receive their elementary education in the country schools. The circulars also call attention to the resolution of the General Conference of the Methodist Church at Dallas, which Conference by resolution urged upon all Methodist people the vital importance of the rural schools. The resolution called upon all Methodist educators, presiding elders, preachers, and church members generally to give to the movement for the improvement of rural schools their hearty endorsement and active coöperation.

DUBLIN, GEORGIA.

The School Board of Dublin,

Georgia, unanimously adopted a resolution on March 31st, prohibiting hereafter any married woman from holding a position in the Dublin public schools. A resolution was also passed prohibiting any member of the Board from voting for any relative candidate for the position of teacher.

NEW DECATUR, ALABAMA.

The New Decatur (Ala.) *Advertiser* of April 3rd was issued in the interest of the Gordon School Library of New Decatur. The enterprise netted the school library a handsome sum.

GEORGIA.

The County School Commissioners of Georgia will meet in convention in Macon on April 14 to 16. State School Commissioner W. B. Merritt has arranged the program, which consists of addresses on such subjects as the duties of the county board of education, qualifications of colored teachers, agriculture in the common schools, local taxation, and the like. This convention will be attended not only by the County School Commissioners but by members of the County Boards of Education, City School Superintendents, and others interested in the cause of education.

HONEA PATH, S. C.

The people of Honea Path, South Carolina, on April 7th voted to issue \$8,000 worth of bonds for erecting a new public school building at that place. The present public school

building is too small to accommodate the children. The bond election was carried by a vote of 62 to 9.

CONSOLIDATION IN SOUTH CAROLINA.

Hall township, Anderson County, South Carolina, now has five schools for white children with an average attendance of 15 to 45 children in each school. There are five to eight grades in each school with only one teacher. Instead of the five schools, it is proposed to establish two graded schools which will have an average attendance of more than 100 pupils each. The children who live more than two miles from the new school-houses will be transported to and from school each day during the term. The *Anderson Daily Mail* says that the school trustees have been moved to take this step because they desired better public schools and better school facilities, declaring that many of the people are leaving the farms in that section and moving to town in order to educate their children. This is the first instance of consolidation in South Carolina.

LAKE CHARLES, LA.

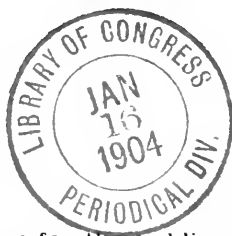
Rev. George B. Hines, of Lake Charles, Louisiana, on Sunday, April 5th, preached a sermon in that city in which he called the attention of his audience to the miserable school accommodations given to the children of Lake Charles. The city has 750 children in its schools; the school-rooms are full as well as the ante-rooms and the halls of the building. If all the preachers in Lake Charles will preach a sermon along the same line a new school building will doubtless be the result. Rev. Mr. Hines could hardly have taken a better subject or one in which there is more practical religion.

APRIL 23, 1903

Price 50 cents per year



Southern Education



"There is only one cure for the public distress; and that is public education directed to make men more thoughtful, merciful, and just "

—John Ruskin.

"Let us cherish our public schools as the looms, and our teachers as the weavers who weave the wondrous destiny for the nations "

—John Fiske.

Some Supervision Data

The Race Question

Some Illiteracy Statistics

The South Carolina Campaign

Church and School House Statistics

School House Improvement Recommendations

The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

NUMBER 7

SOUTHERN EDUCATION BOARD

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A Father's Ideal for his Child.

"The best the world can teach him he shall know,
The best his land can give him, he shall see,
And trace the footsteps where his fathers trod ;
See all the beauty that the world can show,
And how it is that freedom makes men free,
And how such freemen love and serve their God."

—Edward Everett Hale.

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, April 23, 1903

“The greatest thing a teacher ever brings to a child is not subject-matter, but the uplift which comes from heart contact with a great personality.”—SEARCH.

The rural school problem includes better teaching, better supervision, better houses, rural libraries, a longer school term, and some device by which the work of the rural school will come near the life of the people and make that life better.

There is no great school in the South for the training of expert educational leaders. There are many schools that train lawyers, doctors, and preachers, but no schools that are training county and city superintendents. Must the leaders of the children remain forever untrained?

It behooves every Southern State that inaugurates an educational campaign in favor of better schools to inaugurate at the same time some movement that will provide for the better training of teachers. The untrained teacher is the most expensive part of our present educational system.

The rural country schools can never become efficient without expert supervision, no matter how much money is raised for their support. The future of the rural schools is intimately connected with the training of supervisors and teachers who will wisely expend the public school funds, which awakened public sentiment will provide.

Some of the cities and towns of the South have found that it pays well to employ a competent supervisor for their schools. Those Southern counties that learn the same lesson first will take the first great step toward the solution of the complex rural school problem.

It must never be forgotten that the teacher is the real center of all education, not the place where

school is kept. A larger view of educational conditions in the South must convince any one that an awakened sentiment in favor of better schools must be intelligently directed. Expert educational leaders are necessary. But those leaders are yet to be trained.

SOUTH CAROLINA CAMPAIGN.

DECLARATION OF THE SOUTH CAROLINA EDUCATIONAL CONFERENCE AT COLUMBIA, APRIL 11TH.

"Regarding it as beyond discussion that universal education is absolutely necessary for the true solution of those problems which will ever confront a free government, recalling that the faith of our State was pledged by our fathers to the support of schools for all the people by the act of the assembly of 1710, which declared it was necessary that a free school be conducted for the youth of the province affording instruction in the arts and sciences and useful learning; reaffirming that 'as the people of the past owed a duty to us, so we owe a duty to all who follow us;' that 'the commonwealth exists chiefly for the children of today and those of the future,' and that the principles of the Christian religion as well as of humanity and of sound economics demand that we recognize and meet this obligation when taken in its widest form of expression, therefore:

"We, an educational conference assembled in the city of Columbia this April 11th, 1903, do make and address to the people of South Carolina the following declaration:

"1. No free government can long exist without an educated citizenship; this condition can not be secured except by a system of education which shall provide free schools for all the children of the State—a system which shall furnish such training as will prepare every child intelligently to perform all the services demanded of him in his relations to family, society, church, and State.

"2. The people of South Carolina have made a noble effort to meet this obligation, but the actual facts of our educational conditions show that the battle for popular education has not yet been completely won, and therefore demand renewed and organized effort on the part of all who love the State. Some of these facts are: (1) the length of our school term is 88.4 days per annum; the average in the United States is 145; (2) the average salary of teachers is, per month, in South Carolina, \$31.25; in the United States, \$48.00; salary per annum in South Carolina, \$138.12; in the United States, \$338.00; (3) average cost of education per capita for enrolled pupils in South Carolina, \$3.65; in the United States, \$20.29; (4) the statistics also show that 35.9 per cent. of the entire population and 18 of every 100 whites

over 10 years of age are classed as illiterate.

"To remedy this state of affairs is clearly our duty now, and the remedy lies in hard, persistent work for those schools which alone can offer an opportunity for an education to that great mass of our deserving and patriotic citizens who live in the rural districts.

"In view of the supreme importance to the commonwealth of better schools in these rural districts, this conference, invoking the aid of the two great agencies, the pulpit and the press, and the coöperation of all good citizens, declares itself in favor of:

"1. Local supplementary taxation as necessary alike to the moral and financial support of efficient public schools, and hence persistent agitation, for the general extension of this plan, already adopted in our State by one-sixth of our school districts.

"2. Better training and payment of teachers, expert supervision, longer school terms and courses of study adapted to the economic conditions and wants of the people.

"3. The consolidation, wherever practicable, of weak schools into larger and stronger organizations.

"4. The improvement of school-houses and grounds, with better equipment for teachers.

"5. A systematic campaign, not only with these ends in view, but

also for the purpose of arousing popular interest in education.

"The conference, therefore, recommends that a campaign executive committee of three be appointed to organize and conduct the campaign for carrying out the purposes of this declaration."

Governor D. C. Heywood, State Superintendent O. B. Martin, and President D. B. Johnson, of Winthrop College, were chosen as the campaign committee to direct the educational campaign, which will be inaugurated at once.

\$14,000 FOR RURAL SCHOOLS

NEW BUILDINGS TO BE ERECTED IN
MECKLENBURG COUNTY, NORTH
CAROLINA—RURAL LIBRARIES.

"The county board of education held its regular monthly meeting in the office of the county superintendent at the court house yesterday morning at 10 o'clock. The board authorized Prof. R. J. Cochran, the county superintendent of public education, to make application to State Superintendent of Public Instruction Joyner for a loan of \$6,000 from the appropriation of \$200,000 set aside for rural schools by the last legislature, the loan to be used in building new school-houses in the county during the next two years.

"The districts in which the school houses are to be erected will have to furnish half the amount required

in the building. For instance, if the building costs \$600, \$300 of that sum would be raised by the local school committee, and the other half taken from the loan of \$6,000, which will be repaid in annual installments of \$50, with interest at 4 per cent.

"This loan of \$6,000 added to the sum of \$8,000 appropriated by the Southern Education Board and raised by local subscriptions makes a total of \$14,000 available for the building of rural school houses in this county. Sums from the educational fund of \$8,000 will be allowed to districts voting a special school tax, and will not have to be repaid by the district.

"The board yesterday ordered that instead of being used for a summer institute for one week, the \$200 allowed for that purpose be used in carrying out the plan of Prof. Cochran for the teachers' summer school at Davidson, which will last four weeks.

"Rural libraries were issued to three districts: District No. 2, Providence township; District No. 1, Back Creek, Crab Orchard township, and District No. 1, Clear Creek township. These libraries cost \$30 each, \$10 of the money being raised by subscription in the district, \$10 from the county school fund, and \$10 being appropriated by the State. There are now six of these libraries in the county and six more may be secured."—*Charlotte Daily Observer*, April 14th.

THE RACE QUESTION.

REPRESENTATIVE OPINIONS FROM RECENT DISCUSSIONS.

MADISON SQUARE MEETING.

At a great mass meeting held in Madison Square Garden, New York City, April 14th, in the interest of Tuskegee Normal Institute, Tuskegee, Alabama, ex-President Grover Cleveland was the principal speaker. Among the prominent persons present were Mayor Seth Low, presiding, Dr. Lyman Abbott, Mr. Edgar Gardner Murphy, Mr. W. H. Baldwin, Jr., and Booker T. Washington, all of whom made addresses.

Mr. Cleveland said, in part:

"I believe that the days of Uncle Tom's Cabin are past. I do not believe that either the decree that made the slaves free or the enactment that suddenly invested them with the rights of citizenship, any more purged them of their racial and slavery-bred imperfections and deficiencies than that it changed the color of their skin.

"I believe that among the nearly 9,000,000 negroes who have been intermixed with our citizenship there is still a grievous amount of ignorance, a sad amount of viciousness and a tremendous amount of laziness and thriftlessness. I believe that these conditions inexorably present to the people of the United States, to each in his environment and under the mandate of good citizenship, a problem which neither enlightened self-interest nor

the higher motive of human sympathy will permit them to put aside.

"I believe our fellow-countrymen in the Southern and late slave-holding states, surrounded by about nine-tenths, or nearly 8,000,000, of this entire negro population, and who regard their material prosperity, their peace and even the safety of their civilization, interwoven with the negro problem, are entitled to our utmost consideration and sympathetic fellowship.

"I am thoroughly convinced that the efforts of Booker Washington and the methods of Tuskegee Institute point the way to a safe and beneficent solution of the vexatious negro problem at the South; and I know that the good people at the North who have aided these efforts and methods, have illustrated the highest and best citizenship and the most Christian and enlightened philanthropy.

"I cannot, however, keep out of my mind tonight the thought that, with all we of the North may do, the realization of our hopes for the negro must, after all, mainly depend—except so far as it rests with the negroes themselves—upon the sentiment and conduct of leading and responsible white men of the South, and upon the maintenance of a kindly and helpful feeling on their part towards those in their midst who so much need their aid and encouragement.

"I do not know how it may be with other Northern friends of the

negro, but I have faith in the honor and sincerity of the respectable white people of the South in their relations with the negro and his improvement and well-being. They do not believe in the social equality of the race and they make no false pretense in regard to it. That this does not grow out of hatred of the negro is very plain. It seems to me that there is abundant sentiment among the Southern whites towards the negroes to make us doubt the justice of charging this denial of social equality to prejudice, as we usually understand the word. Perhaps it is born of something so much deeper and more imperious than prejudice as to amount to a racial instinct.

"Whatever it is, let us remember that it has condoned the negro's share in the humiliation and spoliation of the white men of the South during the saturnalia of reconstruction days, and has allowed a kindly feeling for the negro to survive the time when the South was deluged by a perilous flood of indiscriminate, unintelligent and blighting negro suffrage. Whatever it is, let us try to be tolerant and considerate of the feelings and even the prejudice of racial instinct of our white fellow-countrymen of the South, who, in the solution of the negro problem, must, amid their own surroundings, bear the heat of the day and stagger under the weight of the white man's burden."

Dr. Lyman Abbott said:

"The South deserves great credit for taking up, as it has, an untried problem in helping the negro to help himself. And the North has given her scant credit. She has given him schools that the North has refused him, and has done many other things towards his future that the North never thought of. We made the mistake of giving him suffrage first, and the unfortunate negro has had to suffer ever since. What the negro wants is education. It all depends upon education whether the negro will be a shackle to our feet or wings to our body."

THE GENERAL EDUCATION BOARD.

In speaking of the race question at Rock Hill, South Carolina, April 15th, Dr. Wallace Buttrick is thus reported to have spoken:

In the strongest terms possible he declared that it is not the purpose of the General Education Board to colonize a set of teachers from the North; they do not want to shape the customs, manners, ideas and thought of any section. They have no independent programme to force upon any people.

UNION LEAGUE CLUB MEETING.

"Mr. Robert C. Ogden, a man whose name is prominently associated with the movement, (the Southern Education Board), and who has been presiding over the Conference for Education, is a business man of national reputation, having for years been the executive man in one of the largest mercantile

establishments in the United States, and is about as far removed from fanaticism and fadism as any man in the country. At a meeting of the Union League Club, of New York, the other night, when Mr. John S. Wise and some other rampant gentlemen of the North urged the club to adopt a resolution urging Congress to reduce the representation of every State which has eliminated the negro vote, it was Mr. Ogden who got up and opposed and succeeded in defeating it on the plea that it was meddlesome and that the South should be permitted to solve these problems in its own way."—Editorial, *Richmond Times - Dispatch*, April 15th, 1903.

FROM "THE OUTLOOK."

"The negroes will remain here as a separate race. Blacks and whites, Africans and Anglo-Saxons will not intermarry. The two races will never intermingle as the Anglo-Saxon and the Norman races intermingled in Great Britain. Never means a long time; and if any doctrinaire is inclined on scientific or other grounds to question this assertion, let us say that there is no prospect of any such absorption of the negro race by the white race in our time, or in any time now to be taken account of. The race problem will not be solved, so far as this generation can see, by any intermingling of the races. If it were so solved, it would be by the deterioration of one race, if not of both. Irish, Germans, Poles, Hungarians, may pos-

sibly in time lose their distinctive peculiarities and be merged in one American race—the negroes never. The Southern protest against social equality is fundamentally a protest against race deterioration. It may sometimes foster prejudice; but it is not itself a prejudice. It is a just, natural, divine instinct for the preservation of the race. Negroes and whites share in this instinctive desire for the separation of the races.”

ALABAMA ILLITERACY.

“The Southern press is justly indignant at the illiteracy figures which are being published by some of their Northern contemporaries. For instance, it is stated that in Massachusetts there are but 1,547, while in Alabama there are 66,072 illiterate children, but no mention is made of the fact that most of the illiterate Alabama children are colored.”—EXCHANGE.

The facts, according to Census 1900, Vol. II, Part II, Page 470, Table 84, are as follows:

Alabama has 443,590 persons over 10 years old who can not read and write, classified as illiterate. Of that number 103,570 are native whites, 338,707 are negroes, and 1,313 are foreign whites; in all, 443,590 illiterate persons.

See also Census 1900, Vol. I, p. 970, for these facts:

There are 224,212 native white voters in Alabama, 30,966 of whom are illiterate. There are 180,798

colored male persons over 21 years old in Alabama, 107,399 of whom are illiterate.

Illiterate native white persons in Alabama, Census, 1900, Vol. II, Part II, p. 426: 10 to 14 years old, 18,769; 15 to 20, 14,886; 21 to 24, 8,609; 25 to 34, 15,748; 35 to 44, 15,042; 45 to 54, 15,676; 55 to 64, 7,716; 65 and over, 6,759.

Illiterates who could not tell their ages, 365.

AN OLD SUBJECT AND ITS MEANING.

“We are not pioneers in this great educational movement; it is older than any of us, older than North Carolina itself. In the first constitution ever adopted by the State we read that the fathers declared religion, morality and knowledge, being essential to prosperity, education shall be forever encouraged. Education does not mean merely teaching one to read and write; it means bringing out and developing all that is good in anything and repressing the bad. Everything that is of any benefit to the world is the outgrowth of education. The dog who knows how to do something well is a happier dog than the worthless cur who does not know how to do anything and simply skulks about the street. The educated man is a happier man than he who has never been trained to do anything. The educated man is filled to overflowing and has something left for others.

"Primarily, we are all placed in this world to develop ourselves and to make the most of ourselves. Education is essential to good government. No government is really good with only a part of the people educated."—Governor CHARLES B. AYCOCK, at Burlington, North Carolina.

SCHOOL HOUSE IMPROVEMENT.

RECOMMENDATIONS OF THE OFFICERS OF THE FORSYTH COUNTY (N. C.) ASSOCIATION FOR THE IMPROVEMENT OF SCHOOL HOUSES.

For the County.—We, the President and Vice-President of the Forsyth County Association for the Improvement of County Schools, recommend:

(1) That the officers of each county association visit every school in the county, attend as many township institutes as possible, talk with parents, teachers, and committeemen, and make a full report of each school in the local papers, sending copies to all interested.

(2) That teachers be encouraged to visit parents, to put forth every effort to raise funds for a library, and to sign a pledge to keep the school house and grounds neat and attractive, for which *The Youth's Companion* will send a set of pictures. This will arouse public interest, and much good will result; but, recognizing that improvement must come from within and that our

schools will not be permanently benefited until four classes of people can be reached and influenced, that is, careless children, ignorant parents, indifferent committeemen and easy-going teachers, we do further recommend:

(3) That schools be made so attractive by means of books and pictures that children will want to come, and that parents be visited by teachers and committeemen who will talk to them of the benefits of education.

(4) That in order to interest committeemen in the schools in their charge, at the annual "County Normal" one day be set apart as "School Day," and each committeeman be asked to make a full report of his school; what improvements have been made during the year, and what changes, if any, he would advise.

(5) That this report be followed by one from the teacher having the highest average attendance, explaining the plan adopted to induce scholars to attend school regularly. As this means much extra work for the teacher, it would seem only just that at the close of her report she be presented with a prize of twenty dollars.

(6) That all children who have not missed a day from school be also invited to attend this meeting, and be given as a prize a year's subscription to *The Youth's Companion*. Coming weekly, the influence of that paper for good would be

cumulative, and the entire family would read it.

(7) That some prominent man be asked to make a short address, and present these prizes.

Recommendations for the State.

—(1) We recommend that the State President appoint County Presidents in each County.

(2) That yearly meetings be held, composed of the President-General, the State and County Presidents, the State and County Superintendents, a member of the Southern Education Board, and others interested in the cause of education.

(3) That full reports be made by all, with time for discussion after each report.

Recommendations for the Southern Board of Education.—Believing that great benefits would ensue to the cause of Southern education if the widely scattered educational activities of the women could be unified and directed into one great helpful channel, the officers of the Forsyth Association do further recommend:

(1) That a woman be added to the list of Directors of the Southern Education Board.

(2) That she be President-General of the Woman's Association for the betterment of Public School Houses in the South.

(3) That her duties shall be to go to all the Southern States, appoint State Presidents, visit colleges

and schools and secure their active support, attend the annual State meetings, hear reports and make suggestions, keep an accurate record of the progress of the work in each State, and in every way cooperate with the Southern Education Board.

MRS. LINDSAY PATTERSON,
President.

MRS. EUGENE EBERT,
Vice-President.

NEW GRADED SCHOOLS.

The following North Carolina towns will likely vote a local tax and establish graded schools, beginning this fall:

<i>Name.</i>	<i>County</i>	<i>Population in 1900.</i>
Madison	Rockingham.....	813
Westfield	Surry	142
Swan Quarter	Hyde	128
Roxboro	Person	1021
Graham	Alamance	2052
Tryon	Polk	324
LaGrange	Lenoir	853
Greenville	Pitt	2565
Lenoir	Caldwell	1296
Hope Mills	Cumberland	881
Williamston	Martin	913
Weldon	Halifax	1433
Plymouth	Washington	1011
Edenton	Chowan	3046
Spring Hope	Nash	666
Forest City	Rutherford	1090
Raeford	Cumberland	175
Pelham	Caswell	58
Roper Ivy	Washington	423
Scotland Neck	Halifax	1348
Morganton	Burke	1938
Clinton	Sampson	938
Elizabeth City	Pasquotank	6343
Columbia	Tyrrell	332
Copeland	Surry	39
Mt. Prospect	Franklin	1178
Louisburg	Franklin	1178
Eight districts	Alamance .....	.....

The schools to be established will include the territory adjoining many of these towns, which means a much wider school influence than would seem to be indicated by the population.

LOUISIANA ILLITERATES.

Native white male illiterates and literates over 21 years old, by parishes:

Parish	Literates.	Illiterate.	Per Cent Illiterate.
Acadia	2170	1725	42.2
Ascension	1557	569	26.7
Assumption	1349	1066	44.1
Avoyelles	2066	1376	39.9
Bienville	1962	93	4.5
Bossier	1244	65	4.9
Caddo	3600	98	2.6
Calcasieu	4487	1081	19.4
Caldwell	819	82	9.1
Cameron	435	249	31.7
Catahoula	1905	303	13.7
Claiborne	1980	94	4.6
Concordia	460	22	4.5
De Soto	1748	131	6.9
East Baton Rouge	2304	91	3.7
East Carroll	288	5	1.7
East Feliciana	1265	118	8.5
Franklin	806	98	10.8
Grant	1844	287	13.4
Iberia	2057	896	30.3
Iberville	1622	341	17.3
Jackson	1087	146	11.8
Jefferson	1398	350	20.0
Lafayette	1459	1167	44.4
Lafourche	1964	2021	50.7
Lincoln	1905	139	6.8
Livingston	1052	375	26.2
Madison	318	11	3.3
Morehouse	926	47	4.8
Natchitoches	2411	538	18.2
Orleans	40825	734	1.8
Ouachita	1758	146	7.6
Plaquemines	939	247	20.8
Pointe Coupee	1092	363	24.9
Prapides	3696	408	9.9
Red River	793	73	8.4
Richland	727	67	8.4
Sabine	2186	486	18.1
St. Bernard	391	173	30.6
St. Charles	377	122	24.4
St. Helena	769	84	9.8
St. James	1225	356	22.5
St. John Baptist	779	245	23.9
St. Landry	2780	2265	44.8
St. Martin	1023	970	48.6
St. Mary	1916	621	24.4
St. Tammany	1528	234	13.2
Tangipahon	2488	224	8.2
Tensas	374	7	1.8
Terrebonne	1524	1393	47.7
Union	2272	200	8.0
Vermilion	1583	1765	52.7
Vernon	1877	242	11.4
Washington	1099	237	17.7
Webster	1531	71	4.4
West Baton Rouge	439	94	17.6
West Carroll	304	57	15.7
West Feliciana	531	27	4.8
Winn	1433	256	15.1

Twenty parishes have more than 20 native white illiterate voters out of every 100 voters.

"Surely, it will not be denied that a workman should understand two

things in regard to the subject matter of his work: first, its natural properties, qualities and powers; and secondly, the means of modifying and regulating them with a view to improvement."—HORACE MANN.

THE FIELD.

INTERESTING ITEMS OF EDUCATIONAL NEWS HAPPENINGS THROUGHOUT THE SOUTH.

Beverly Manor and South River districts, Augusta County, Virginia, closed a six months' term of public school on April 10th. The school officials were much discouraged by the falling off in attendance during the sixth month. They say they can not understand the reason why parents take their small children from school when they can be of no service to them on the farms. Some of the people, however, in that locality appreciate a longer school term. The schools in Beverly Manor district will have an extra term of one month, the teachers being paid for the extra month by the patrons of the schools.

The Augusta (Ga.) *Herald* has inaugurated a movement in that city for the formation of home gardening associations in the public schools, for the purpose of encouraging the children to plant flowers. The plan is for teachers to distribute seeds with cards giving full instructions for planting and raising

each flower. When the school re-opens in the fall, each class will give, in case the plan is adopted, a flower exhibit to show what has been accomplished during the summer.

The people of Faliah school district, Washington Parish, Franklin-ton, Louisiana, on March 7th voted a special tax of five mills, for a period of ten years, for the purpose of obtaining better free public schools in that district. The Parish of Washington already levies a general two mills tax for public schools.

The people of Lafayette Parish, Lafayette, Louisiana, formally dedicated their new public school house at Ridge, on April 11th. The school house is named "Burke" in honor of Mr. Charles Burke, who bore half the expense of the erection of the building. Addresses were made by Professor B. C. Caldwell and others. The building is modern in architecture and furnishings.

The School Board of Caddo Parish, Shreveport, Louisiana, has created a school district out of Ward Five. A petition is in circulation asking the Police Jury to order a special election for the purpose of voting a local tax for schools in that district. The people of several other districts in the parish are contemplating the same action.

The Era Civic Club, of Shreveport, was recently granted \$250 for beautifying the high school grounds

of the city, and the ladies of the club were thanked for the work they had already accomplished in that direction.

The executive committee, charged with the conduct of the North Carolina educational campaign, which committee is composed of Governor Charles B. Aycock, Dr. Charles McIver, and State Superintendent J. Y. Joyner, are planning an extensive educational campaign in North Carolina this summer. Congressman John H. Small, ex-Governor Thomas J. Jarvis. Hon. Cyrus B. Watson, President George T. Winston, and many other leading men have consented to give considerable time to the campaign. The canvass will cover the entire state and the subjects of local taxation, better school houses, better supervision, better teachers, and rural libraries will be brought to the attention of the people. The North Carolina Association for the promotion of better school houses will conduct a series of meetings at which the improvement and beautifying of country school houses will be discussed. Already Superintendent Joyner, Governor Aycock, and Dr. McIver are engaged in the campaign. The work of the campaign proper, however, will begin about May 1st. Superintendent E. C. Brooks, of Monroe, will be secretary of the campaign committee, and will have charge of arranging dates for speakers, sending out literature, and

the like. The day has come, in North Carolina, when a public speaker need not talk politics to get a hearing.

The State Superintendent of North Carolina has compiled figures showing that for the past three years that State has spent \$704,587.30 for the public education of negroes. North Carolina has spent for negro public schools, since 1874, \$5,380,770.74. The negroes pay annually about one-fourth the amount spent on their schools.

A bill was introduced in the General Assembly of Virginia, on April 13th, fixing the minimum salary of public-school teachers at \$40 per month.

A bill has been drafted for presentation to the next legislature of Alabama, providing for the re-districting of the State according to centers of population and natural surroundings. The bill also provides for the appointment of a County Board of Education in each county, whose duty it shall be to create and locate schools and employ teachers. The three township trustees are not to have power in the future to employ teachers, locate schools, and the like. Their power will hereafter be only supervisory.

The trustees of the Kingstree school district, Kingstree, South Carolina, have called an election for

April 27th, to decide whether or not the town shall issue \$7,000 worth of bonds for the purpose of building and equipping a new school house. There seems to be no doubt that the issue will be decided in favor of the new school house.

The county court of McMinn County recently voted to establish a county high school at Athens, Tennessee, and at the same time levied a sufficient tax to purchase a suitable building in which to carry on the school.

Gwinnett County, Georgia, has been making great educational progress within the last year. The old school houses at Oak Grove, Ozora, Nazareth, Carter, Pharr, Sam Craig, and Leonora have been torn down or abandoned and modern buildings erected instead. Old Berkshire and Miller districts have been consolidated and a new and modern school building erected at Union. Pleasant Grove and Bermuda schools have been consolidated and a \$500 modern school house built at a central point for the two districts. Cedar Creek and the Perry schools have also been consolidated and a \$400 school house built. The territory of Piney Grove, Ebenezer, Sharon, River Springs and Goodwin school districts has been added to adjoining districts. The school houses of Union, Garner, Prospect, Gwinnett Hall, Cedar Creek, Ozora, Sam

Craig, Sugar Hill, Grayson, Centerville, and Oak Shade have been painted, and many other school buildings repaired.

More than fifty applicants for teacher's license have failed to make any grade whatever, which proves that the standard for teaching in that county has been raised.

The sum of \$1,353.75 has been raised by the people of the school districts of Peach Tree, Sandy Roads, Mechanicsville, Jackson, Sweet Gum, Gloster, Oakland, Mount Pleasant, Braden, Sam Craig, Robert, Union, Chattahoochee, Harris, Midway, Goddess, Mackendree, Beaver Run, Leonora, Zion, Hayne's Creek, Suwanee, Pharr, Meadows, Centerville, Cedar Creek, Thompson's Mills, Duncan's Creek, Hog Mountain, Rock Spring and Snellville. These districts will receive a like sum for their schools from the General Education Board.

Laurens, South Carolina, has a live public school and a live superintendent. The superintendent has had during the year a series of lectures by leading educators of South Carolina and other states. Music has been introduced in the first five grades, manual training in the third, fourth and fifth grades; and drawing in all the grades. A library has also been established. The school grounds have been terraced, trees have been planted, and grass sown. This is the record of one live and progressive school superintendent for one year.

At Lafayette, Louisiana, on April 11th, Governor W. W. Heard, Professor Alcee Fortier and Professor Caldwell spoke at an educational rally to more than one thousand people. The speakers were enthusiastically received and applauded, Governor Heard making an earnest and straightforward appeal for better schools and higher standards of civic virtue. All the speakers emphasized the importance and the necessity of education and local taxation as a means for acquiring a longer school term and better teachers.

The Lafayette (La.) *Advertiser* says that the movement for special school taxes in the parish of Lafayette, which was inaugurated at Broussardville, on Sunday, April 5th, promises to be successful in that parish.

The Police Jury of Natchitoches, Louisiana, on April 6th passed an ordinance authorizing a special election in Ward 2 of that parish, for the purpose of voting a five mills tax for five years for school purposes. A similar ordinance was passed for holding a special election in Robeline district for the purpose of voting a five mills tax for ten years for the support of public schools.

The people of Tifton, Georgia, voted on April 15th in favor of issuing \$12,000 worth of bonds with which to erect a new school build-

ing in that town. For some time Tifton has been wasting money patching up an old and worn-out school house.

The Parish School Board of Acadia, Louisiana, on April 4th appropriated \$600 with which to pay the expenses of its teachers while attending the summer normal school at New Iberia, Louisiana.

The County Court of Knox County, Tennessee, recently appropriated \$1,000 with which to pay the tuition of Knox County teachers attending the Summer School of the South, University of Tennessee, Knoxville, June 23 to August 1, 1903.

The town of Anderson, South Carolina, recently voted \$15,000 worth of bonds for school purposes. The town of Bamberg, in that State, has also voted \$10,000 for a new school building. The School Board of Greenville, South Carolina, has begun a movement to issue bonds for a new school building. It will likely be successful.

The May School of the State Normal and Industrial College, at Greensboro, North Carolina, will begin April 28 and close May 23. This school is conducted in the interest of public school teachers who are in the work and unable to attend a normal school a whole year at a time. The Practice School of the institution, its pedagogical faculty,

and other equipment, are put at the disposal of such public school teachers of the State for one month.

The Woman's Association for the Betterment of Public School Houses in North Carolina will hold a meeting at Greensboro, North Carolina, on May 5. Prominent women, teachers, and friends of education from various parts of the State will attend this meeting.

Thomas J. Jarvis, formerly Governor of North Carolina, formerly Minister to Brazil, and a former United States Senator, was recently elected a member of the School Board of the town of Greenville, Pitt County, and will accept the position.

The citizens of the city of Eu-faula, Alabama, recently subscribed \$1,000 with which to purchase a site for the Carnegie Library building soon to be erected in that town.

The people of Waterville school district, Walker County, Georgia, subscribed enough money last fall to enable the school trustees to employ a teacher at a good salary for five months. The result has been that a first-class teacher was secured, public school attendance increased, and interest in education aroused among all the people. It is said that there will be no trouble in the future in having an efficient public school in the Waterville district.

The Southern Methodist Church is building a training school for teachers at Columbia, Kentucky. The buildings and grounds will cost \$15,000. The school will begin with an endowment of \$25,000. The school will be run largely in the interest of Wayne, Clinton, Cumberland, Monroe, Adair, Russell, Carey, Taylor, Green, and two or three counties of Tennessee bordering the Kentucky counties named above.

"To the Honorable President and Members of the Board of School Directors of the Parish of Richland, Louisiana :

"We, the undersigned residents of the Parish of Richland and patrons of the public schools of ward three of said parish, respectfully ask that your honorable board consolidate the three schools of said ward known as Girard school, Hollywood and Wynn Island schools by abandoning the said three schools and have erected at the Seymore railroad crossing, west of Girard, a central school for the purpose of accommodating the pupils of said three abandoned schools, and that said school be made a graded school.

"We also ask that your board further provide facilities for the scholars living a distance of two miles or more from said central school to attend said school."—Signed by forty-two names.

The above petition was granted, April 13, 1903.

The Forsyth (N. C.) Teachers' Association held its regular monthly meeting at Winston-Salem on April 17th. Mrs. Lindsay Patterson urged upon the teachers the necessity for greater effort for the establishment of more rural school libraries, and Mrs. Eller and Miss Candler spoke of the intention of The Round Dozen Club to circulate books and copies of famous paintings, etc., among the public schools on the opening of the new term.

IMPORTANCE OF EDUCATION.

"Education has gotten into politics. Every state platform has an educational plank. The churches of our land are taking it up. It places us at the front of the century and the question is, what will you do with it? Every great leader our country has ever had has seen the importance of an education for the coming generation. George Washington, the father of his country, gave property for educational purposes.

"Education moves the world. Education takes the wild rose and transforms it into the American Beauty. God's great work has been building up man. Stop the schools and see what will happen. The printing presses, transportation, will cease by degrees and the world will come to a standstill. An

engine will be running along and the engineer will die at his post. There will be no one to take his place. So it is. Where would the world be today if it were not for education."—CHANCELLOR J. H. KIRKLAND.

OFTEN TRUE ELSEWHERE.

The way to keep the jailer from having so many boarders is to put more money into education—not into mere school keeping, but into education that educates the head, the heart and the hand. There are counties in Texas today in which the county jail cost more money than any school building in the county. May such not be the case in only a few decades to come.—*Texas School Magazine*.

THE LOUISIANA CAMPAIGN.

Under the leadership of Dr. Edwin A. Alderman, the Louisiana educational campaign has begun in earnest. The following points will be emphasized:

Local Taxation.—Police juries allot a portion of the 10-mill tax for school purposes, and the idea is to get as large an allotment as possible. In some parishes it is 1 mill, and in others 2½. Article 232 of the Constitution allows the levy of a special tax for the purpose of building school houses. That is the crying need in the rural districts of Louisiana.

Better School Houses.—The average country school house is a tumble-down, rickety structure that is unfit for any purpose, and for that reason usually falls to the service of the School Board. Build good, sub-

stantial structures, well ventilated and well lighted.

Trained Teachers.—Pay the teachers a little more, and get competent teachers. Encourage them to attend the normal schools and teachers' institutes.

Consolidation of Schools.—Instead of building two small, cheap school houses five miles apart, giving the children at the greatest distance two and a half miles to walk, it is better to build one good building every ten miles, giving the children at the greatest distance five miles to walk. It would even pay for the parish to contract with some one to carry those children from the greater distances. The children would get the benefit of the modern school house and would not suffer the danger to their health from sitting in a drafty room, or ruin their eyes for want of proper light. Fit up the school with desks and comfortable seats.

School Libraries.—Every school should be provided with a library, no matter how small; but care should be exercised in the selection of the books.

EXTENT OF LOCAL TAXATION.

"In the interesting and able report of the superintendent of public instruction it is stated that 'the method of local support is the practical method throughout the country; and in the United States at large, only four per cent. of money expended on the public common schools is derived from permanent funds, and only sixteen per cent. from State taxation, leaving eighty per cent. supplied locally.'"—GOVERNOR SAYERS, Texas.

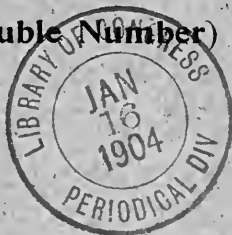
MAY 7, 1903

Price 50 cents per year



Southern Education

(Double Number)



"That education is the key of Southern as of Northern security; that education does not mean political service or racial antagonism; that education begins at the bottom, and not at the top; that the South and the North have a common stake in the education of the whole people; that illiteracy is inconsistent with democracy; that the part of the North is not to patronize or criticize, but reinforce the initiative of the South; and that the strength and sacrifice of the Southern States for education present the most honorable and gallant achievement of modern American citizenship—all this is conclusively determined."

Dr. Francis G. Peabody, Harvard.

The Richmond Conference
The Negro at Richmond
The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

Nos. 8 & 9

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"The concrete reply concerning the theory of the Conference is short and simple. It is a diminutive spiritual democracy—a sympathetic association of those who believe in the civic and constructive value of the policy of universal education. It exists for the cultivation of the higher inspiration that underlies all social development. The conference exists for the advancement and promotion of the education of all the people."

President Robert C. Ogden.

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year	50 cents
Three months	15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Thursday, May 7, 1903

This edition of SOUTHERN EDUCATION devotes much space to the Richmond Conference. Not all of the admirable addresses are printed; only such parts of many of them are now used as will be most helpful in the work of creating educational sentiment in favor of local taxation, consolidation of schools, and the general improvement of educational conditions in the South. The president's address is given in full.

An exchange has had some trouble in figuring out the illiteracy in South Carolina. The following may help: The population of South Carolina in 1900 was divided as follows: white, 557,807; negro, 782,321; Indian, 121; Mongolian, 67. The population ten years old and over was divided as follows: white, 404,860; negro, 537,398. The illit-

erate population over ten years old was divided as follows: white, 54,719; negro, 283,883.

"Ignorance is a remedy for nothing."—E. A. ALDERMAN.

There are now fully 20,000,000 people in the eleven Southern states of Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Tennessee. This is about one-fourth of the population of the whole country. The last Congress appropriated nearly \$325,000,000 for the army, navy, pensions and fortifications. The South's part of this is more than \$80,000,000. If we could get along without war, we could easily increase our public school expenditures and everybody would be wiser and happier!

The property of this generation, whether in money or lands, goes, by inheritance, to the next generation. To appropriate a liberal portion of this property to the education of the next generation does not diminish the wealth of this generation; it only changes the form of wealth the next.

Southern Education

THE CONFERENCE FOR EDUCATION IN THE SOUTH RICHMOND, VA., APRIL 22-24th.

The Proceedings of the Conference--Resolutions, the Speeches--Educational Facts of Interest to the Whole South.

The Conference for Education in the South met in Richmond, April 22-24, by invitation of the citizens of Richmond, the Richmond Education Association, the Richmond Chamber of Commerce, the Governor, Legislature, and Department of Education of Virginia, the University of Virginia, Richmond College, Washington and Lee University, and other representative institutions and organizations of the commonwealth.

On Wednesday afternoon, April 22, at 3:30 o'clock, President Robert C. Ogden called the Conference to order. In doing so he declared that the Conference for Education in the South was not a definite religious body, with a creed and forms of worship, but that it did recognize the Christian religion as a most necessary adjunct of all educational work. He, therefore, called on Rev. Dr. Stewart, of Richmond, to lead the Conference in prayer.

Mr. W. A. Blair, of Winston-Salem, N. C., moved that the chairman appoint a committee on organization. The chair announced the committee as follows: Dr. W. H. Page, Dr. C. F. Meserve, W. H. Baldwin, Jr., E. C. Branson, and Edgar G. Murphy. The committee report recommended that the officers of the Fifth Conference preside until the end of the Sixth Conference, which report was received and adopted unanimously.

The invitation of the city of Montgomery, Alabama, and the University of Alabama, as well as the Legislature of Alabama and other bodies of that city and state, asking that the Seventh Conference for Education in the South be held at Montgomery, was presented by Dr. Baldwin and seconded by Dr. E. A. Alderman, J. B. Graham, Esq., and others. No other invitations were presented and the invitation of Montgomery was referred to the executive committee of Conference with power to act.

George Foster Peabody, Esq., presented a resolution which was also referred to the Executive Committee. The resolution provided that hereafter the business meeting of the Conference be deferred until the last day of the Conference.

The Conference then adjourned until 8:00 P. M.

WEDNESDAY NIGHT.

President Ogden introduced Governor Montague, who welcomed the Conference to Richmond, saying, in part:

"We welcome you more especially to the hospitality of thought, the hospitality of common purpose and common undertaking. The members of this Conference are worthy of the confidence of the Southern people. You do not come as strangers, to impose hostile or theoretical views upon our people. You come to see with our eyes, to feel with our hearts, and to help with our hands. You are identical with us as being a part of the American people, and you are identical with us in the belief in the transforming power of education. You know the burden that rests upon the Southern people, and we know that you come to take hold of that burden where you are asked to take hold. You do not come to dogmatize, but to coöperate.

"Moreover, gentlemen, you understand the fundamental principles of education; you know that our government is of the people, by the people, and for the people. But such a people must have capacity for government. Essential to this capacity is an educated intelligence, and the whole people must have education. Civic rulers can not come from the select few. The most virile form of our citizenship is found in the broad highways of the common people. Therefore, our institutions necessitate education of the people, by the people, and for the people. Free politics, free press, free education, and free religion are among the fundamentals of our system of government. These cardinal factors of our civilization stand against despotism, political and academic. Governments can not be fitted upon a people as a coat upon a man. They rest upon the consent of the governed; but this consent must be given in faith and in intelligence. In other words, our institutions and our people should be in harmony, and to this end we must rely upon the education of the great mass of our people for the achievements which seem destined for the people of this hemisphere."

In behalf of the several Virginia organizations extending the invitation to the Conference to meet at Richmond this year, as well as in behalf of the Conference itself, President Ogden replied briefly to the Governor's welcome.

The Conference then listened to the annual address of its President, Mr. Robert C. Ogden, of New York.

Mr. Ogden's Address.

Mr. Ogden said:

"If the Conference for Education in the South were an organized institution of learning, its Presidential office would be a chair of apologetics. The changing and widening constituency of each successive gathering and especially the large local audiences create a natural demand upon the presiding officer for an explanation of the Conference; its source, rise and progress, its rationale and organization, its right to existence. And in these annually recurring conditions of difference must be found the excuse for the continuing uniformity of the present Chairman's opening addresses. Thus limited, it is only

possible to add some particulars to a re-statement of facts and a slight development of themes discussed in former years.

"The reports of former Conferences will be consulted in vain for definite answers to the questions naturally asked by the large contingent now for the first time present. Originally, membership was limited to the list of guests invited to share the hospitality of Captain Sale at Capon Springs, West Virginia. The only present qualifications needed by a delegate consist in personal presence and sympathetic accord. Thus the Conference is a purely voluntary association. It has had a healthful and continuous growth without a constitution, and thus has proven its ideal nature, human temper and intellectual quality. It has illustrated the possibilities of the brotherhood of man by electing executive officers and committees with no by-laws to restrict, with perfect freedom for unlimited overwork, and the right — by appeals to altruism, to patriotism or fear — to impress into the service of the Conference all whose assistance may be required.

"By this gentle brigandage the Conference has lived and moved and had its being. Cordially appropriating the generous hospitality of locality after locality, piling boundless cares upon local committees, placing upon its chief officers responsibilities broad as the tenderness of conscience or capacity for initiative; trusting as the birds trust the hand that providentially feeds them, a treasurer without an exchequer; appropriating for the use of its Executive Committee the whole American Republic of Letters that a proper program should annually be presented — the Conference has gone forward from grace to grace and strength to strength until now it convenes in this beautiful city of Richmond with a robust intellectual appetite waiting with faith and hope to be fed and satisfied. Could there be a more complete expression of simple faith and abiding trust?

"Quite likely the inorganic character of the Conference has inspired the expresion of doubt concerning its serious purpose. Intimations have not been wanting that it is only a junketing affair, a sort of fad which the imaginations of certain very good people have translated into a supposed vitality and force, a solemn fancy that affords a sober excuse for an affair primarily social, incidentally educational. Suggestions of this nature originate quite beyond the circle that have personal knowledge of the facts. Certainly the social environment of the successive meetings has been important and useful, as it has been delightful, yet it is completely subordinate and incidental.

"Nevertheless, the inquiry is legitimate: 'What is the theory of this Conference?' The reply is clear and sharply defined: 'The Conference exists for the advancement and promotion of the education of all the people.' A brief analysis of the elements of the Conference may clarify this answer.

"All are perfectly familiar with the sovereign demands — material, intellectual, spiritual — of educational interests. Executive combinations of many sorts — land, buildings, taxation, legislation, systems, methods — are under requisition for the service. Its infinite details increasingly enlist the unrelenting toil of hundreds of thousands of painstaking teachers, men and women, representing every grade of instruction from the simplest to the most abstruse.

"For the moment, in the centre and foreground of this vast perspective, stands this Conference — a composite aggregation of men and women, interesting because so varied in its personnel.

"Some are profoundly ignorant of the technicalities of education, quite unfamiliar by personal knowledge with even the recitation rooms or the methods of contemporary school life. Others are within the sacred fraternity of teachers, and in the group may be found representatives of every rank in the teaching profession. Still others are charged with the official responsibility of educational management on behalf of the State or corporate bodies. But all are here with one accord in one place — officials and citizens, professionals and laity — by reason of a common belief in the beneficent power of education and because each distinct element is essential to the spirit that must vitalize the Conference.

"So much for the personnel.

"The solvent, the fusing power that creates the common point of contact is the belief, perceived in varying degrees by all here present, that the great social duty of our age is the saving of Society, and further that the salvation of Society begins with the saving of the child. Without faith in the moral progress of the world we are hopeless indeed. This process begins with the little child, and therefore, in a very literal sense, we are here today under the leadership of childhood. From the kindergarten of today to the university of tomorrow is, as the years go by, a very short step.

"In this presence no apology is needed for the claims that the saving of Society, the progressive betterment of humanity, is demanded by divine authority, manifested through the living purpose clearly revealed in holy writ, Providential guidance and human consciousness. Neither should excuse be asked for insistence that a clear, definite and exacting special demand is made upon every man and woman for personal service — self-sacrificing, devoted — in all things having to do with the creation and promotion of human knowledge as a means of human happiness.

"So much for the moral inspiration of the Conference.

"Continuing the inquiry a step further we notice that, from the foundation of our Government until now, ringing out with true tone and clarion voice, rising resonant and distinct above the clamor of politics — above the loud barking of the dogs of war, above the harsh controversies concerning the nature of the national federation, above the strident debates upon the ethics of domestic institutions — the note of democracy in catholic unison has ever resounded dominant and universal. Democracy is a national intuition, the fundamental and political doctrine of every American worthy of the name, the sacred trust confided to our care and keeping to be preserved for the healing of the nations through a complete demonstration of its truth upon American soil. Thus, in a very special way, our political institutions unfold an inspired mission that deeply concerns the moral progress of the world. Thus the state should become the universal missionary of a political gospel both at home and abroad.

"But a true democracy can only exist through the fidelity of its

citizens. Individualism — cynical, selfish, cold and indifferent — cries out, 'Am I my brother's keeper?' 'Who is my neighbor?' A true democracy quickly echoes back, 'Thy brother is he that hath need of thee;' 'Thou shalt love thy neighbor as thyself.'

"There is a divinity in democracy; in society as in the individual there is personal and organic spiritual life. Witness the restless longing for social service that marks the serious side of present-day life in America.

"So much for the patriotic inspiration of the Conference.

"And thus it has come about that this varied collection of men and women, moved by ethical and patriotic incentives, have come from remote localities that they may be mutually instructed and inspired in a conference based upon the common belief that the general education of all the people is essential to the salvation of Society; that without general education, progress in the arts, in the diffusion of happiness, in the things that make for good character, family peace, clean living, human brotherhood, civic righteousness, and national justice is impossible. In the atmosphere of a common human sympathy the Conference for Education in the South lives and moves and has its being.

"The concrete reply concerning the theory of the Conference is short and simple. It is a diminutive spiritual democracy — a sympathetic association of those who believe in the civic and constructive value of the policy of universal education. It exists for the cultivation of the higher inspiration that underlies all social development. It firmly believes that successful practical effort is the product of sound ethics. Many here present will attest the accuracy of this statement from personal knowledge acquired at former meetings.

"And yet this Conference is not a transcendental body existing in the assumed superiority of a self-created atmosphere of indefinite and mysterious supremacy. Therefore, as action is the expression of doctrine, as methods are the formula of beliefs, so the discussion of practical educational questions naturally affords the means for the cultivation of the true ideal of the Conference.

"The province of pedagogy has rarely been touched, never invaded, by the proceedings of the Conference. That great and important side of educational progress is too technical and detailed for the time at command, and, belonging to the strictly professional side of educational administration, could not be profitably considered in a body so generally representative as this Conference. It is therefore naturally eliminated.

"There is, however, a vast sphere in which the Conference may now, and for long years to come, find ample scope for thought and discussion.

"Legislative action has expressed the will of the people upon many topics that need larger light, public opinion as yet unexpressed in law lengthens the schedule, and individual minds find still other questions in education that may well challenge the consideration of philanthropists, philosophers and statesmen. These fertile sources have supplied the program that your Executive Committee presents for the guidance of your deliberations.

"The absolute need of universal education has the indorsement of

the law of each of the United States of America and the conscientious allegiance of all intelligent citizens.

"Local taxation for education has the sanction of law in many States. Negro education is recognized as a part of the public educational system in every State, both South and North. The education of every child in our country is an admitted national duty, and leading minds find in this principle broad ground for a demand that the national government should share with the several States, in proportion to the need, the financial responsibility involved in the discharge of that obligation. The moral accountability of the higher institutions of learning to the cause of popular public education, and the economic value of education to material progress, are great subjects that have the affirmative approval of the highest intelligence.

"The admirable program presented to the Conference, requiring for its preparation an extraordinary amount of painstaking adjustment and infinite correspondence, demands no justification or explanation. It speaks for itself. Nevertheless, interest in the entire proceedings will be increased by a recognition of the height, breadth and depth of the conditions from which the selection of the topics for discussion and instruction has been made.

"Within the limitation of this orderly program this Conference is an open forum. Reasoning from previous practice, its function is inspiration by discussion rather than decision. Resolutions have never been its vogue. Its conclusions have been enshrined in individual thought and not voiced in the vote of a majority.

"This natural practice is a direct evolution from the underlying circumstances that made the Conference possible. It is deeply interesting to note in this connection that the originators of the Conference did not know the extent of the forces with which they were dealing, nor the greatness of the power they were calling into being. The one all-controlling fact before the minds of the Fathers of the Conference was the appalling need of an educational awakening in the rural South. Who that heard! will ever forget the graphic utterances of Dr. Curry and President Wilson of Washington and Lee University, in which, with words hot from well-furnished minds and glowing hearts, they reviewed the causes of educational backwardness and pictured the then existing need. Later came the comprehensive statistical and descriptive addresses and papers presented to the Conference by members of the Southern Education Board, that gave cumulative testimony to prevailing conditions and needs. So earnest and drastic were these utterances that it would seem ungracious to repeat them now. But the impassioned expressions of these leaders voiced the longing, anxious appeal of many earnest and intelligent men and women that, in the seclusion of remote, obscure and wide-lying communities, had pondered upon the way to improve educational conditions and prayed long and earnestly for the means of relief. A vast amount of the seed of the Kingdom was growing secretly. These were the conditions that awaited the coming of the Conference. At the beginning it touched only a few of these faithful souls, but now, by its direct action and by other agencies that its spirit has called into being, the fellowship is increasing and bringing forth abundant fruit.

"The intrusion of disagreement into a domain of thought and sentiment so vast and so sacred would seem to be sacrilege. Thus the natural life of the Conference has been that of unity and agreement. The standing ground of common need is so broad, the truly vital points so evident and so eminent, as to forbid dissension; points of difference are so minor and inconsequent, that perfect accord has been natural—any other condition would be contradictory to the best humanity here in Conference assembled.

"I know that I am repeating facts that are more than familiar to many here, and partially leading this audience over the same ground upon which I have taxed patience before. But it is now for a different end. I wish to demonstrate that the Conference, by apparently following a negative course, is doing its noblest best toward securing positive results, achieving its greatest resolves without resolutions; by ignoring small details and eliminating lesser and petty influences, leaving the larger life of principle and aspiration freedom for growth and development.

"If this diagnosis of the theory and practice of the Conference meets with assent and approval, let the resolve be made to add another year of experience to traditions born of a previous useful policy.

"It is fundamentally impossible to hold the Southern Education Board and the General Education Board officially responsible for this Conference. In a full and complete sense they are only accountable to the donors of the money by which they are supported. In a very broad and positive sense they are responsible for their action to intelligent public opinion. In a sentimental and sympathetic sense they are so interesting to this Conference that this discussion demands reference to them, and the program would be incomplete without some account of their doings. And yet it should be positively understood and insisted upon until the interested public comes to fully understand that the Conference and the Boards are absolutely and entirely distinct.

"The Southern Education Board carries on a crusade for education. Its organization is comprehensive and actively covers the larger part of the country from the Potomac to the Rio Grande, from the Ohio to the Gulf. Its large expenses are privately defrayed. The General Education Board administers such funds as may come to it for the assistance of education. In this connection they can not be considered separately—their work is a unit; they are the halves of a complete sphere; they are interdependent, subjectively and objectively. Seven men are members in both Boards. The program indicates the part that reports of their work will occupy in the exercises.

"At the office of the General Education Board in New York, under the direction of Dr. Buttrick, a vast amount of information is being accumulated and tabulated concerning schools and educational institutions in the various States covered by the operations of the Boards. From the Bureau of Information, under the direction of Dr. Dabney, at Knoxville, Tennessee, a great mass of popular and statistical literature has been circulated to the newspaper press and to individuals. Assistance has been extended to various schools and institutions, divided nearly equally between the races. Various Summer Schools

for Teachers have been encouraged and assisted, none entirely supported. Certain counties in several States have been encouraged to improve the public schools by subscription and local taxation by the duplication of funds thus raised by the General Education Board. These experiments display the possibilities of self-help. State Conferences of County Superintendents of Education have been held, with highly satisfactory results, in Virginia, North Carolina, South Carolina, Tennessee, Georgia, Alabama, Florida and Louisiana. Others will follow, and probably the usefulness of the system will warrant its continuance.

"It is also needful to remember that the Conference is essentially in control of the Southern delegates, and that such Northern official representation as exists has been in obedience to the unanimous demand of the Conference. In harmony with this feature of the Conference, all the members of the Campaign Committee, composed of the several district and bureau directors of the Southern Education Board are residents of Southern States. In addition, nine other prominent Southern men are representing the Boards in various forms of activity. Any apparent indelicacy that may attach to this statement must be excused because of some misunderstanding concerning the personnel and purposes of the Boards.

"Two common grounds of meeting for all humanity are found in the fellowship of sin and the fellowship of service. Fellow sinners we are all by our common human nature: fellow servants of human need we may all be and ought to be through human sympathy. This great audience is here because of sympathy with the object of this Conference. There is no difference here. It indicates that the cry of the child is falling upon sympathetic ears; that the fundamental right of every American-born boy and girl to a good English education appeals to the sympathetic heart; that illiteracy, the great undone margin of national education, claims the sympathetic thought of the patriot; that the public conscience is being reached by the demand that an heredity of intelligence and civic righteousness should be created as the birth-right, the patent of nobility, of every American.

"We are a proud people. The vast resources, growth of wealth, increase of population, achievements of enterprise, tremendous material strides forward witnessed by recent years, appeal to the imagination with overwhelming force, and we are dazzled by the brilliance of the pageant as we are confused by its incomprehensible magnitude. I freely admit the blessings of commercialism and recognize, with a good healthful spirit, that trade is the vanguard of civilization and the ally of education.

"We are, indeed, a proud people. We boast of our civilization. We are vain of our national achievements in science, literature, the fine arts, education, philanthropy and social progress. There is an aristocracy of intellect and culture, as of money, and in it all self is the object of highest worship.

"We should be a humble people. Are the wily arts of the demagogue, North or South, who finds in prejudice, produced by ignorance, the opportunity to serve himself through the triumph of that which

is false, a subject of pride? Is the prevalence of provincialism, urban or metropolitan (the latter the greater), which narrows the view to things local and selfish, a subject of pride? Is the heredity of ignorance, that transmits its baleful and growing blight from generation to generation, a subject of pride? Is the failure of law, North or South, to punish crime and the freedom of the criminal to prey upon society a subject of pride? Is the arrogance and indifference of wealth to human need a subject of pride?

"When we look fairly at the under side of things, with a good honest purpose to know the truth, does not all our pride melt away, and does it not seem that, instead of boasting of our exalted civilization, we should confess with humiliation that we are just emerging from barbarism?

"I am no pessimist. This is not a pessimistic assembly, but it does appear as the duty of the moment that we should squarely look at our worst conditions. Only thus can we comprehend the personal call to service.

"This Conference primarily owes its existence to a great class who have heard and obeyed the call to personal service. In the beginning it earnestly extended sympathy to teachers of every degree, and quickly came back a loyal response. From then until now the blessed tie that binds has been strengthened, and the reflex atmosphere of appreciation has encouraged the men and women from various other walks of life to remain in association with the Conference. But without the help of the teachers it would long since have expired.

"Encouragement has also come from educational officials. The Conference and the Boards have been in most delightful harmony with the Governors of States, Superintendents of Education of States and Cities, Presidents of Universities and Colleges and Trustees of many institutions. Thus the influences have been reciprocal and twice blessed.

"The appeal for personal service in this holy cause of popular education comes with largely added force from the fact so painfully impressed upon all familiar with our Conference life that we meet today with ranks sadly broken. The Nestor of this Conference, Dr. J. L. M. Curry, absent last year on an important Government mission to a foreign country, has paid the debt to nature and will personally appear no more at our meetings. Another opportunity will be given the Conference to pay its tribute of respect to his character and public service. But the solemnity with which we face the question of the personal call to duty is made intensely profound by the thought of the inspiring example of our leader. The massive and intense personal force of his nature was dedicated with uncompromising devotion to the work of universal education. The moulding power of his constructive mind will remain permanently impressed upon the educational systems of our Southern States as an unceasing betterment. His last public service was attendance upon the annual sessions of the Education Boards at New York in January. It is gratifying to know that from this Conference and its cognate forces he derived much hope and satisfaction in declining years. His courage in January was splendid and he confidently expected a renewal of strength that would warrant

his resumption of active service. But to the rest of the circle it was plain that his hopes would not be realized, and we felt, as did the Ephesian elders when parting from Paul, full of sorrow that we should see his face no more. His example is a call to duty, his legacy to us is a bequest of labor for the cause which he and we in common love. As the standard has fallen from his hand let us raise and carry it floating skyward until we in turn surrender it to other hands. And then may it be ours to leave the same impress of a noble task well performed as a benediction to our little world and a challenge to the services of others.

"There is also great encouragement in the devotion of many earnest souls to the work represented here. A revelation of the self-sacrificing service through many channels of effort of the life now before me would be a powerful inspiration and incentive. Much of it is not distinguished as the world counts distinction, but represents devotion fully up to the level of capacity and opportunity; much of it is prominent and carries a recognized leadership of the sort that the world needs—not the prominence of pride and self-seeking, but just that which follows the line of duty wherever it may lead.

"It is a source of deep regret to me that I can not present a full, graphic and complete picture of what has been doing in many and various fields of educational influence by the various agencies to which allusion has already been made. In some quarters there has been an impression that this Conference is a distributor of money, and people have come from distant points to present claims only, to meet with disappointment. But, as a matter of fact, the Conference treasury is merely a vacancy, a figment of the imagination. The Southern Education Board is costly because its plans are large, but it is a dependent without a dollar of margin over its executive expense roll. The General Education Board has had some money to use for the moderate encouragement of people and institutions to self-help. This partial repetition is made only to emphasize the fact that the great objective is the arousing of interest among all the people for the education of the children. And splendid have been some of the results. In certain States it has been a great awakening like an intellectual tidal wave, but, unlike such a wave, it will not recede leaving desolation in its track. In many States during the last year education has been the successful rival of politics in commanding public attention, and the same has been true of certain counties and neighborhoods that have taken independent and local action.

"In some places it has been a single earnest person; in others, the representatives of the Boards; in others, State officials; in others, the combination of all these forces operating in different ways toward the same end. Despondency comes sometimes when the great gulf between need and relief is contemplated, but courage rises with a view of things accomplished. Although we are denied a dramatic spectacle covering the whole field at once, yet at one part of our program the several field directors and some field agents will give accounts of their work. I would ask your special attention to the portion of the program covering these points.

"And now, ladies and gentlemen of the Conference, I have completed my third term of office as your President, and I desire to remind you that a third term is an indiscretion. As my present assignment to office terminates I hope to be relieved from further official responsibility at the opening of the tomorrow morning session. Greater courtesy than has been shown me as your President would have been impossible, and I restore the vacancy to the Conference with most sincere gratitude and thankfulness."

SUBSEQUENT SESSIONS.

Reports from the Field.

Dr. McIver said:

"My work as district director has been largely, though not entirely, confined to North Carolina, and practically all of it has been done in connection with and through the following agencies:

"I. Educational conferences for various purposes.

"II. A systematic popular campaign for local taxation.

"III. The organization and work of the Woman's Association for the Betterment of Public School Houses in North Carolina.

"Educational conferences were held at Raleigh, Greensboro, Charlotte, and Hickory. The distinctive feature of the Raleigh conference was general organization. The object of the Greensboro and Charlotte conferences was the promotion of the idea of community philanthropy. The object of the Hickory conference was to saturate a community with such educational sentiment as would prepare it to vote a local tax for schools.

"At Charlotte we undertook to raise \$6,000, which, in turn, the General Education Board agreed to duplicate, with the understanding that two-thirds of the amount should go to the rural schools of Mecklenburg County and one-third to the schools of Henderson County, situated in the mountain section of the state. As a result of the Charlotte conference several districts in Mecklenburg County have held local tax elections and in most of them the vote has been favorable. As a result of the Hickory conference that town has already voted a local tax for the establishment of a graded school.

"In the month of June, 1902, an active campaign for local taxation was begun in North Carolina. Two hundred or more speeches were made. The most conspicuous campaigners were Governor Aycock, ex-Governor Thos. J. Jarvis, Congressman John H. Small, B. F. Dixon, R. B. White, J. W. Bailey, A. M. Scales, R. D. Douglas, State Supt. Joyner and ex-State Supt. C. H. Mebane. The presidents of colleges, profesors in the denominational and state colleges, city school superintendents and others also took an active part in that campaign. The audiences at the educational meetings held in June, July, and August were larger than the audiences which attended the political meetings held in September and October, indicating a revolution in public interest in the subject of education.

"Just before the close of the last college year I undertook to organize through the students of the State Normal and Industrial College

a Woman's Association for the Betterment of the Public School Houses of North Carolina. This organization now includes students of the Normal College, representative women, teachers, and others in various sections of the state. About twenty counties have good organizations, and literature has been sent to all the other counties. The purpose of this association is to organize small clubs or branch associations around each public school where there are three or more women who will volunteer their services to improve the school house and grounds.

"As a result of the Greensboro conference a local tax has been voted in nine districts in Guilford County. It is hoped to have a local tax voted in every district in the county in the next two years. So far our local board has adhered to no hard and fast rule as to the disposition of the \$8,000 raised at the Greensboro conference to promote local taxation, but usually in the districts that have voted the local tax we have given one dollar for every two raised by private subscription to build and furnish school houses.

"Hon. J. Y. Joyner says there are now seventy-nine North Carolina towns and cities and rural districts that have a local tax; that elections are pending in forty-five other communities; and that nearly one hundred other communities are agitating the question with probable elections in the near future.

"Recent school legislation in North Carolina has been very favorable to education. Every educational appropriation has been increased; every official recommendation of the State Superintendent to the recent legislature, except one, has been enacted into law; the salary of the State Superintendent has been increased thirty-three and one-third per cent. Legislation favorable to the promotion of rural libraries and the betterment of school houses has been enacted. County superintendents' salaries in many counties have been increased, and local taxation laws were enacted with the most favorable provisions.

"In coöperation with the school officials and other prominent citizens, the Southern Education Board has recently begun to organize educational campaigns in South Carolina and Georgia. In Georgia there is a movement to amend the constitution so that local taxes can be voted under more favorable conditions. In South Carolina there is much enthusiasm and a vigorous campaign for local taxation will soon be inaugurated. South Carolina already has two hundred local tax communities."

Dr. H. B. Frissell said:

"The campaign committee, to which was entrusted the work in the Virginia field, was placed under the direction of Dr. Curry. He immediately hastened to Richmond, conferred with Governor Montague, and sought advice of the State Superintendent of Public Instruction and other leading citizens. The constitutional convention then sitting in Richmond afforded a rare opportunity for influencing public sentiment and securing the enactment of new school laws. It seemed wise to appoint as field agents two men well known in Virginia and thoroughly conversant with educational conditions in the state. One of those elected was Honorable H. St. George Tucker, a lineal descendant of

the great jurist who had so ably advocated the cause of free schools in 1803, dean of the law school of Washington and Lee University, an eloquent speaker and former member of Congress from Virginia; the other was Dr. Robert Frazer, a personal friend of Dr. Curry, a man of broad culture, connected for many years with a training school for teachers in Mississippi and later with the Farmville Normal School in Virginia. These gentlemen at once put themselves in touch with many of the members of the constitutional convention, with the State Board of Education, and with superintendents and teachers throughout the state. While they would not claim the credit for all the wholesome changes in the new constitution affecting educational matters, there is no doubt that some of these are due to their influence. Among the essentials for good schools are local taxation, trained teachers, and expert supervision. For all these the new constitution makes ample provision; and the State Board of Education, and the General Assembly have been giving patient and thorough study to the revision of our school laws.

"But the field agents have not addressed themselves alone to the work of influencing the legislature and the constitutional convention. Their most important work has been done in the country districts, where they have spoken at the courthouses on educational subjects and have had as large crowds of listeners as on political occasions. They have also brought the subject of education before the people at religious gatherings, notably at the Baptist district associations where have been gathered representatives from sixty counties and nine cities. On such occasions most cordial good will has been shown to the agents of the Southern Education Board and a lively interest exhibited in the cause which they represent. On several occasions, when their educational meetings have been held in towns, the stores have been closed and the courts suspended. The audiences have been large and enthusiastic, some persons riding over twenty-five miles to attend the meetings. In one instance ninety per cent. of the county teachers were present. Women have shown much interest in the movement, often decorating the courthouse with flowers, and inquiring how they could help in the improvement of school houses and yards. Much assistance has also been given by the religious and secular press. Teachers' associations and institutes have been visited and helped, and in various ways nearly every section of the state has been reached.

"Dr. Tucker and Dr. Frazer have everywhere attempted to discover the real needs of a community and then to arouse the people to meet these needs. Of the 1,900,000 people in the State of Virginia, about nine-tenths live in the country. Virginia's educational problem, then, is how to improve conditions in rural communities. It has been estimated that there are over 6,000 white schools in the state exclusive of those in the cities, and that 2,000 properly placed would bring a school within two and a half miles of every home. The subject of consolidation has been widely discussed and much good work has already been accomplished by energetic superintendents, of whom Virginia has not a few. Mr. Joynes, of Accomac County, has closed eleven white schools and one colored one during the past year. In Washington County,

there are eight cases of consolidation, and the term has been lengthened from five to eight months; Mr. Hulvey, from whom we shall hear this afternoon, has done good work in the matter of consolidation in Rockingham, as have also the superintendents of Bedford, Henry, and other counties. The agents of the board have visited nineteen communities which are interested in the strengthening of their schools through consolidation. At the superintendents' conference in January, many instances were given of this method of improving the schools, and the sentiment was strongly in favor of it.

"More than ever before the people are showing themselves ready for higher local taxation. In a number of counties an increased levy has already been made, reaching, in some cases, the maximum limit allowed by the constitution — fifty cents on a hundred dollars' worth of property. Some communities are also making praiseworthy sacrifices in the way of private subscriptions for the improvement of their schools. For example, at Martinsville, in Henry County, plans are matured for raising \$12,000 for a modern school building and a yearly income of \$4,000 for maintenance. There has been a decided lengthening of the session, the state average now reaching 6.1 months. In one county the schools are open nine months, in another, eight and two-thirds, and in several others, over seven months. In Washington County, great improvement is being made in the school houses, seven buildings of modern design having been lately constructed and seven others being in process of erection. They contain three or four rooms each, with vestibules and cloakrooms, and cost from \$750 to \$1,200 each. The superintendent of this county devotes all his time to the schools with results of sufficient importance to commend this plan to the State Board of Education as one worthy of being universally adopted. In the rural schools of this same county there was not last year a single male teacher of college training; now there are seven men and fifteen women who have had such training. One county, Prince William, has introduced manual training into eight or ten of its schools.

"Dr. Frazer reports that, in his opinion, a decided change has taken place in the attitude of the whites toward negro education. He says that he never hears a word against it now, but on the contrary strong terms of advocacy, often from unexpected sources. In one county that he visited he found the per capita expenditure in white schools eighty cents and in the negro schools one dollar and ten cents. This, however, he says, does not come from any special leaning towards the negro, but is due to the relative sparseness of the black population and the unwillingness of the school authorities that their educational interests should suffer on that account. Dr. Frazer adds that this shows that the white people of Virginia are beginning to see that the welfare of the commonwealth depends upon education for all. He has visited a number of negro schools and thinks the outlook for that portion of our population is constantly growing brighter. The superintendents at their conference in January voted unanimously for eight grades with manual training in negro schools and several spoke strongly in favor of giving them secondary schools. The Southern Education Board has employed Mr. Taylor B. Williams, a native of Virginia and a graduate

of Hampton and of Harvard University, who has had much experience in graded schools in Indiana, as field agent among the colored people. Mr. Williams has done work similar to that of the other field agents, but has made a special study of the condition and needs of the colored schools.

"Dr. Frazer mentions briefly a few needs of Virginia schools. He says:

"First, Virginia greatly needs trained teachers and more normal schools, especially for women.

"Second, I should rejoice to see three or four modern, well-equipped and well-manned schools established at conspicuous rural centers to let the people see what a real school is. A single model school, well placed, with a good equipment of modern appliances, with library and laboratories, with provision for manual training and nature study, and with well-trained teachers, would be the most fruitful object lesson that could be given to our people.

"Third, I should like to see in each county a competent superintendent giving all his time to the direction of his schools and receiving a salary commensurate with his work. The new constitutional provision for redistricting the state with a view to more efficient supervision of schools is a step in the right direction.'

"No report of the Southern Education Board would be complete without an acknowledgment of the cordial coöperation which its agents have received from the Honorable Joseph W. Southall, Superintendent of Public Instruction for Virginia, and the gentlemen associated with him on the State Board of Education. The objects which the Southern Education Board has in mind are those to which Dr. Southall has called attention in his admirable report for 1901, where he reviews the progress of the public school system during the past thirty years. In spite of the difficulties which it has had to encounter, there has been steady advance. While the white school population has increased from 247,000 in 1871 to 426,000 in 1901 and the colored from 164,000 to 265,000, the number of white pupils enrolled has increased from 92,000 to 258,000 and the number of colored pupils from 38,500 to 123,000. The average daily attendance has grown from 52,000 to 156,500 in the case of the whites and from 23,000 to 69,500 in the case of the colored. That is to say that while the school population has not quite doubled, the average daily attendance has more than trebled. In other words, Virginia is not one of the states in which the illiteracy is growing more rapidly than the population. Speaking of what he calls 'the wild and insane tendency to multiply small district schools,' Dr. Southall says: 'We have thus been dissipating our educational energies and resources instead of consolidating and concentrating them for the great struggle against illiteracy and crime.' Twice during the past year the state superintendent has called the county and city superintendents together to discuss measures for the improvement of the public schools — once in the summer during the session of the School of Methods at Charlottesville, and again in the winter at Richmond to meet Dr. Buttrick, the secretary of the General Education Board. It is doubtful if two more important meetings have ever been held in Virginia. Cer-

tainly no one who listened to the story of the struggles of these earnest men who, in the face of tremendous difficulties, are trying to bring proper educational advantages to the children of Virginia, could fail to be full of hope for the future of the commonwealth.

"One of the most helpful agencies for the creation of a public sentiment more favorable to free schools has been the state press. Almost without exception, the religious and secular papers have opened their columns to educational news and have published valuable editorials bearing upon the needs of the schools. Especial reference should be made to the Richmond *Times-Dispatch*, which has not allowed a week to pass during the last two years without giving time and thought to this important subject.

"The Richmond Educational Association, composed largely of intelligent and public-spirited women, has made itself a power for good throughout the state. A number of important meetings have been held under its auspices, and it is largely through its earnest efforts that this Conference has been brought to this beautiful capital city and so royally entertained.

"Without the cordial support of His Excellency, Honorable A. J. Montague, the educational progress of the year would have been impossible. He is rightly called the educational governor, for, in every possible way, by word and deed, he has made himself felt in the struggle for better schools.

"It is a cause for thankfulness that Captain Vawter, whose remarkable work in connection with the Miller School has already been mentioned, has been induced to accept the presidency of the board of trustees of the Virginia Normal and Industrial Institute for Colored Youth, at Petersburg. His sound common sense and large experience will be of untold value to this most excellent institution.

"No need is more pressing in Virginia than that of more adequate training of teachers for the public schools of the state. It is a cause for regret that larger appropriations have not been made by the legislature for William and Mary College and the Farmville Normal School. Mrs. C. P. Huntington and Mr. Archer M. Huntington have offered to give \$30,000 for the erection of a manual training high and normal school for whites and a manual training high school for blacks at Newport News, provided a similar sum is raised for this object elsewhere. The board of education has approved this plan and there is reason to believe that the money will be raised and the building erected."

Dr. E. A. Alderman said:

"I desire to report briefly to this conference today the work attempted, the results thus far accomplished, and the plans in mind in the Southwestern field since the last session of this Conference in April, 1902. It should be clearly understood that our great purpose is to arouse an irresistible public opinion for the establishment and maintenance of a system of schools adequate for the needs of a free people. The first achievement of this public opinion will be the appropriation of sufficient money for such schools. This money may be obtained by state appropriation, by local taxation and community effort,

and by appropriation of unexpended balances by parish and county boards. The next achievement will be the consolidation of weak schools into strong central schools and the hauling of children to these central schools. It is believed that better school houses, the trained teacher and all other blessings will follow in the wake of these achievements. Much has been accomplished in these directions by devoted men in the Southwestern field for the last twenty years, but each new generation must fight for its life and the life of the generation to come.

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"An intensive campaign was conducted in the parish of Calcasieu by Professor Hines, of the Louisiana State University. In this great parish, which contains a population of 35,000 people, thirty meetings were held and seventy addresses delivered. As a result of this activity one ward voted outright a special tax of three mills, and five others have voted the five-mill tax, amounting to a total of \$15,000. Perhaps the best result of this single parish campaign was the revelation to the whole state of the possibilities of this great work and the revelation to all the other parishes of the good that can come to them by coöperation with this board.

"The Central Education Campaign Committee, consisting of the Governor of the State, W. W. Heard; the State Superintendent, Hon. J. V. Calhoun; Colonel T. D. Boyd, president of the Louisiana State University; President B. C. Caldwell, Louisiana State Normal College, and myself, have appointed Mr. William M. Steel, of the *Picayune*, as executive secretary of that committee. Twenty parishes, carefully selected, have been chosen as the immediate field; sixty-five citizens of Louisiana, including the Governor, State Superintendent, prominent teachers, state officers, eminent lawyers and business men, have accepted service as campaign speakers. Appointments have been made already at twenty-five points, and the state will be covered in the next three months. The prominent men of the localities concerned, parish school boards and committees of citizens are coöperating with the speakers and school officers.

"Recent communications from the state superintendents of Mississippi and Arkansas enable me to say briefly that very genuine progress has taken place, under their wise direction, in both of those places in the last few months and both of them are the scenes of great activity in educational matters. In Mississippi a popular educational campaign was waged throughout all last summer with favorable results, eleven out of fourteen counties signifying their desire to increase the school tax.

"Democracies are not in the habit of being carried in a chariot of enthusiasm to a height of civic perfection. The whole process is a toilsome process of convincing and persuasion. I am not going to speak of difficulties here today: they are there, but it is our business to get rid of them. Perhaps, however, I may be pardoned for mentioning the Mississippi River. It costs Louisiana a million dollars a year to control that river in normal times. It will cost it this year a million and a half in addition to this. This is a very grave difficulty indeed, which the lower Mississippi Valley should be relieved of by the United States government. It has been impossible to attempt anything practical in the river region this spring. Still I can say that it has not diminished the zeal of these people in educational matters. Indeed, it seems to have increased their interest in a way, as men are always more interested in vital things when they are in trouble.

"The last word I have to say to this Conference, therefore, is a distinct word of hope for the future and of praise to the citizens of Louisiana from Governor Heard to the simplest man among them. Their response to our invitation to take part in this struggle is of such a character as to remove any doubt in my mind as to the ultimate result. The population of this region is not a tax-hating population. The press of the state, rural and urban, is behind this movement. The whole region is feeling the breath of the West and the spirit of illimitable growth and opportunity everywhere entering the consciousness of the Southern people. I have no novel suggestions to make. The moulding of public opinion is a slow business, but it is splendid and renovating when it is moulded. The thing for us to do, therefore, is to hammer on until the desire for better schools and all that belongs to better schools becomes a contagion to the people. It is, perhaps, proper for me to state that as district director of the Southern Education Board it has been my privilege to make thirty-five public addresses in the past year on the subject of education, twenty-six of them being in Louisiana, Mississippi and Alabama, and nine in other states. By extensive correspondence with the press and prominent citizens everywhere I have done what I could to forward the purposes of this Conference in its desire to advance the good life of the nation. The people of Louisiana are ready, as I have said, for large action. Their leaders are enthusiastic and dead in earnest; strengthened and stimulated by the hopefulness issuing from this Conference and from the Southern and General Education Boards, much lasting good will be done. I desire to express my appreciation of the confidence and courtesy of these boards and of the wisdom and sympathy and far-sightedness of Dr. Wallace Buttrick, general agent of the General Education Board."

Dr. Charles W. Dabney said:

"The relation of school funds to population is most instructive. The annual appropriation for public schools in Tennessee is forty-six cents on each \$100 of taxable property reported and eighty-six cents per caput of total population. Figures for some other states are given for comparison: Missouri, 42 cents and \$2.50; Minnesota, 59 cents and \$3.20; Nebraska, \$2.32 and \$4.12; Colorado, \$1.05 and \$5.18; California, 58 cents and \$4.65; New York, 60 cents and \$4.60; Illinois, \$2.08 and \$3.68.

"The amount expended for schools per caput for children between the ages of 5 and 20 is in Tennessee, \$2.32; in Kentucky, \$2.32; Texas, \$3.63; Minnesota, \$8.63; Michigan, \$8.90; Ohio, \$9.94; New York, \$10.91; Colorado, \$11.11; California, \$16.44; Massachusetts, \$17.79. Massachusetts pays thus nearly eight times as much for the common school education of each of her children as does Tennessee. An important factor is the amount of taxable property per caput of school children. For each child between the ages of 5 and 20 years there is in Tennessee \$509 of taxable property; in North Carolina, \$337; in Georgia, \$516; but in Iowa it is \$714; in Missouri, \$1,982; in Michigan, \$1,996; in New York, \$2,661.

"Our schools need: (1) Men and money to do more missionary work among poorer and more isolated populations. The people in one-half of the counties of the South are probably not able to support any kind of a decent school, even if they knew how to do so. They must first be taught the farm and household arts, how to cultivate the soil properly, how to utilize their forest and other resources and so to make money with which to maintain their schools. On that great territory covering the Appalachian region, reaching from Virginia to Alabama, there is a population of healthy, vigorous and noble people, our brothers in blood, or 'our contemporary ancestors,' as President Frost has so aptly called them, which this board has scarcely touched. The people of the better counties east and west of the mountains have all they can do for a generation or more to develop their own schools. The burning question is, shall we permit another generation of these mountain boys and girls to grow up in ignorance? In the mountain counties of Virginia, West Virginia, Kentucky, Tennessee, Georgia, and Alabama there are already, out of 1,000,000 white males 21 years of age, nearly 200,000 who can not read and write. These are our brethren, fellow-citizens of these states and of the great republic. The appeal is, therefore, to the whole nation. How dare we permit so large a portion of our fellow-citizens to live any longer under these conditions?

"2. There are needed a few model consolidated industrial schools scattered over the South. Our people do not know what a good country school is; they have no ideals towards which to work. If there were even three or four such schools in each state properly located, where superintendents and directors could visit them, they would, we believe, multiply themselves very rapidly.

"3. Teachers for the schools. There are almost no professional teachers in the country schools. There must be normal schools for elementary teachers; several of them in each state to train country boys and girls to be teachers in the rural schools.

"4. Superintendents, men competent to direct educational work, to organize and administer schools—educational engineers of all grades and classes—are greatly needed as well as principals of schools and supervisors of technical and industrial education, manual training, domestic science and art and the other newer branches. The greatest need of the South after all is a great teachers' college, which shall educate and train the men and women who are to be the leaders in this work and the directors in the Southern schools of the future.

"The time is come for constructive work, and we must educate the men to do it.

"We must recognize the present wretched condition of our schools and the great difficulties resulting from our poverty and sparse population, but let us recognize also the advantages of having a field clear of the rubbish of false systems, of a great country of excellent natural resources and filled with a race of men who have never yet failed to build great, splendid institutions when they got ready for the task! Let us take courage from this great awakening and look forward hopefully to the time which is surely coming when the South shall have such a system of schools that our Northern friends will have to come down South to learn how to organize the modern school and when we shall be making peaceful invasions into the North and helping them hold conferences of education for the improvement of their schools."

Dr. Lyman Hall.

Dr. Lyman Hall, Atlanta, Georgia, said:

"The most productive thing in the world is not a dollar, not two dollars, but a thing that is not material; a thing that rules ships, commerce, and men; it is a boy, and above all an American boy.

"The General Education Board was organized to swap dollars for boys. And no one believes such a thing as that is a bad investment for good business men to engage in. Swapping dollars for boys is also the best work the State can engage in.

"Twenty-five years ago it was impossible for a young man to wear overalls during the day and a dress suit during the evening. But there are now 100,000 young men in the South ready to become workers in factories and mills; and those young men are the best stock of the South. This fact emphasizes and gives meaning to the term 'New South,' and causes us to enquire whether our colleges are training the young men to be technical experts. The facts seem to indicate that ten men are being trained for the professions of law, medicine, and theology to one who is receiving an education which fits him for the work he would like to do in the onward industrial movement. We teach young men to be doctors in three or four years and send them out to saw off human arms and legs. At the Georgia Institute of Technology it takes us four years to teach boys to be expert mechanics in ordinary wood and mahogany. It might be a good idea to teach men to get more out of the ground than to be teaching so many of them to put things under the ground.

"Since April 1, 1903, I have had ten applications for men who know something of railroads and engineering. Sometimes as many as three applications a day come in for draughtsmen. This shows the possibility of a line of education which has not received proper consideration at the South. I want to see shops put in all the schools and colleges and universities to train the boys who have an aptitude for industrial pursuits. The time is coming when we shall consider this kind of education as necessary as any other."

Josephus Daniels.

Editor Josephus Daniels, Raleigh, N. C., said, in discussing the educational progress of the South:

"There have been four obstacles that have stood in the way of Southern educational progress in days gone by. These four obstacles have been the negro, poverty, lack of qualified teachers, and the physical features of the country.

"But a brighter day is dawning. The people everywhere are now recognizing that the burden of the South is the cause of the nation and of humanity. The sympathetic assistance of the Southern Education Board has the approval of all right-thinking, broad-minded people everywhere. The Southern press almost unanimously approves the purposes of the broad-minded patriots who are leading the campaign in the South for local taxation and better schools."

State Superintendent Merritt.

State Superintendent W. B. Merritt, of Georgia, discussed the progress of education in that State. He said:

"In Georgia it is now necessary to get two-thirds of the freeholders to vote in favor of a local tax before such a tax can be levied. We have been moving to have a constitutional amendment submitted to the people of the state by the Legislature, which will make conditions for voting a local school tax much more favorable. The Legislature will undoubtedly submit the proposed amendment to the people next year. In the meantime, the delay will assist us in crystalizing sentiment in favor of an additional tax levy for schools.

"We are also beginning an educational campaign to cover all parts of the state. Our educational Governor and all the school interests of the state are in hearty accord with every forward movement.

"The consolidation of schools is going on in Carroll and other counties. Every newspaper in Georgia will be supplied with educational literature and an educational column will be maintained in all the local papers."

Superintendent Geo. H. Hulvey.

Mr. George H. Hulvey, county superintendent of Rockingham County, Virginia, discussed the consolidation of schools. He said:

"Consolidation of small schools into larger ones is not a fad, as some seem to regard it. I have been thinking and working on the problem for twenty years. Two causes led me to consider the question of consolidation: the decay of the old classical country high school, and the poor work done by the small country public school, which was driving all boys with an ambition for an education away from home to obtain that education.

"Rockingham County now has thirty graded schools, each school containing from two to ten teachers. We have begun to transport children to school in wagons, who live in the remote parts of the districts. We are tired of the miserable system that perpetuates the poor school house and prevents the children from getting a good education at home; at least, as much as a high school education."

Superintendent G. P. Glenn.

Superintendent G. P. Glenn, county superintendent of Duval County, Jacksonville, Florida, also discussed the consolidation of schools. He said:

"The district school must receive our attention, if the rush of the people from the country into the towns is to be stopped. This exodus will not stop until we make less the difference between the efficiency of the rural and the city school. But the place to begin to reform the rural school is with the county superintendent. He is the real fault against which to charge the failure of the rural schools. The county superintendent that would succeed must forget that he is to be re-elected. He must be a brave man, and willing to work for the future.

"In Duval County six years ago there were forty-five rural schools. It was resolved to consolidate these into fifteen schools. We have a law that makes it impossible to compel a child to walk more than one and a half miles to school. This necessarily meant that we must transport the pupils, if we carried out our consolidation plans.

"At present we have in operation seven of the proposed fifteen consolidated schools which are to take the place of the forty-five small rural schools of six years ago. We find that we save money by the consolidation plan, and in addition the plan enables us to have as good school for the country boy as the city boy of Jacksonville has. In the seven consolidated schools the term is eight months now; six years ago it was only five months. Truancy is unknown, and we have been enabled to provide ample equipment for the schools. This could never have been done, if the small schools had been maintained."

The Model School.

The "Model Country School" was the subject discussed by Prof. P. P. Claxton, superintendent of the Summer School of the South, Knoxville, Tennessee. Professor Claxton said:

"Education should prepare people for the life they have to live. Their education should somehow grow out of that life. We formerly educated people to talk. We should now undertake to educate all the people for all the work there is to do. All children must be prepared for life, for the ability to earn a living. But along with it should go the studies that make for culture and humanity.

"If we could teach all people how to make a living we would go far toward making all people honest. If we could teach all the people how to bear well their own burdens and help to bear some of the burdens of others, we could solve the race problem and many of the other problems that now vex our social life.

"The country school should be conducted for country children. The proposed model country school to be established in Knox County, Tennessee, will serve the purpose of description. There will be twelve acres of land about the school. It will be a consolidated school, enabling a large number of children to be brought together. The house will have six rooms for the accommodation of about 250 children. There

will be an assembly hall for entertainments and other social gatherings. There will be wide halls and good cloak rooms in the building. The whole survey will be artistic.

"The principal's home will be near the school house. His house will be a model for the community. There will be an orchard, a vineyard, a garden, all to demonstrate what has been done in agriculture, not necessarily to try experiments.

"The course of study will be broad. The subjects like reading, writing, and arithmetic will be taught, along with the great literature of the world. There will be a small laboratory for elementary physics and chemistry. A shop and a domestic science department will form a part of the equipment of the school. Music will also be taught.

"The teachers will be chosen for their ability to do the work in the school. There will necessarily need be about six of these, in order that the work may be properly divided and that all the subjects may be taught by experts in the various subjects."

Prof. Francis G. Peabody.

Prof. Francis G. Peabody, of Harvard, in discussing "Knowledge and Service," said:

"I should like to express the satisfaction which one feels in these days of grave and perplexing social problems to be associated with any enterprise whose principles and methods are perfectly clear. What to do in these days with the Philippines and the labor unions and the drink habit and the great cities and the socialists — all this is full of perplexity, and of shifting methods and uncertain lights, and the various panaceas are tried and rejected and reviled with precipitate enthusiasm. But what should be done for the South and by the South and with the South as to its immediate problem of progress and of politics is not a matter for dispute among reasonable men.

"That education is the key of Southern as of Northern security; that education does not mean political service or racial antagonism; that education begins at the bottom and not at the top; that the South and the North have a common stake in the education of the whole people; that illiteracy is inconsistent with democracy; that the part of the North is not to patronize or criticise, but reinforce the initiative the South, and that the strength and sacrifice of the Southern States for education present the most honorable and gallant achievement of modern American statesmanship — all this is conclusively determined, and this is the common favor in which we meet. The South has been tried by almost every test of manhood that could be devised by the devastation of war, by the pangs of reconstruction, by industrial poverty, by political conflicts, and when one now perceives the emergence of a new courage, self-mastery, and prosperity in the South, he is reminded of what a New Englander said to an Englishman as they stood together on the hill of Plymouth and looked across those sandy shores.

"'What do you raise in a country like this?' said the foreigner. And the American answered: 'We raise men.'

"A generation ago knowledge stood quite apart from service. Edu-

cation, like beauty, seemed its own excuse for being. Educated people were a privileged, separated, patrician, Brahmin caste. They spoke the same dialect. They quoted from the same classics. They even held that educational value in study was decreased as one approached the bread and butter sciences. Then one day the modern world was touched and transformed by the spirit of democracy. A new test was applied for the worth of life—the test of service. A man must be not only good, but good for something. We speak of a rich man as worth a certain sum, but the spirit of democracy first asks, how much is he worth? Is he worth having? Does the rich man perform a public service? If he is not a serviceable instrument of public good, then he is a public nuisance and must be in some way abated. Are his riches, as Mr. Ruskin once said, his wealth because it is well with him, or should they be called his illth because it is ill with him? Or, as Mr. Ruskin remarked in another place, suppose a man in a wrecked vessel tied a bag of gold pieces round his waist, with which later he was found at the bottom, should we say that as he was sinking he had his gold, or should we say that his gold had him? Precisely the same test is to be applied to education. How much is it worth? Is it creating a fit instrument for the service of the modern world? It is not a question of the higher or of the lower education. It is a question of a person, rich or poor, North or South, white or black, who is to be drawn out—as the word ‘education’ means—discovered, shaped, broadened and tempered for the service of the world, and the best education for each person is that which draws out the most of that person and applies him most effectively to the world’s service. This is democracy in education, and how searching is the test which it applies to one’s own life as one considers his own education. Democracy, says Mr. Lowell, means not ‘I am as good as you are,’ but ‘you are as good as I am.’

“It means mutual respect and reverence in the practice of the diverse ways of service in the modern world. I was talking two years ago with a Hampton student, who was mending a wagon wheel, and said to him, ‘I should not like that task to be set before me,’ to which the boy, with perfect simplicity, answered, ‘Yes, sir, but there are many things which you can do which I can not.’ Was not that a fair statement of the principle of service democratizing the world of knowledge? Many a man today thinks himself educated when in reality he is a mere survivor of a prehistoric type among the needs of the modern world. He is like a man who rose one day in New York and read a report of his own death in the morning paper. He hurried down to the editor to protest. ‘But,’ the editor said, ‘we can not correct the statement. Everybody has read it and survived the shock. You are practically dead, but, if it would in any degree relieve your mind, we will start you again in the column of births.’”

Mr. St. Clair McKelway.

Mr. St. Clair McKelway, editor of the Brooklyn *Eagle*, speaking on “The North and the South,” said:

“Our fathers fought out the questions which their forefathers left unsettled. We recognize and rejoice in the settlement of those ques-

tions. But we are resolved that neither the charm of historical study nor the passion nor the pathos of poetry, nor the pious exaltation which shrines incite and monuments inspire shall today hold back North and South from the new and noble obligations and from the benign and brotherly competitions of this teeming time. Better a decade of love and of peace than a cycle of the mutilations and of the memories of a civil war!

"With us there is no race question that comes as near to us as our doors. With you there is. Besides, there are not so many of you as there are of us, nor among you is there so large a proportion of those who differed from you in the past, as is the case with us. The number of people determines the quantity of government.

"With us the tide of truth and of manhood has risen higher among the people than among the managing politicians. There has been a manifest and overwhelming revolt against the lowering conception of public intelligence by beaten bosses, by misleading leaders, by discomfited demagogues and by stranded cranks.

"While bearing the ills we have rather than flying to others which we know not of, the sanity of the North and, we hope, the sanity of the South, would retire from the field of experiment the attempt to harmonize in a single enactment of mammoth proportions and of infinite intricacy the theories of any political party or the avarice of any two in combination. We would like to substitute a bi-partisan or non-partisan commission of business men as a permanent corps of experts on economic subjects for a system of competition responding to the greed of contributing and recouping monopolies, or to the intellectual indigestion of anemic visionaries. Our business laws should be a hodgepodge neither of hysterics nor of hypocrisy.

"My countrymen, if we leave the quarrel words out of our contests or out of our contentions, out of our speeches and out of our journalism, we will go far toward finding out that the things wherein we agree vastly outnumber and immensely outclass the things wherein we differ.

"I might run the gamut of all questions by which, since the war, South and North have been at times divided, and by which they have been divided within parties as well as between them. My object, however, will have been accomplished if I have suggested to the friends with whom I came and to the friends that we have made here, the fact that we all really agree rather than actually differ on matters of vivid and vital concern to our commonwealths and to our republic. Too little of our argument argues. Too little of our debate debates. Too much of our contention is about names rather than about things. Too much of our controversy is around terms rather than around truth. Too much of our talk is for victory rather than for veracity. Reform in these respects must be inductive rather than direct. It must begin with the chief sinners, our statesmen and our journalists. We must import into our writings and into our speeches more of candor and less of passion. We must make our words purposely plain rather than deliberately ambiguous.

"My State, your State, our nation, await the men of thought and the men of action to clear the way. At no time has been the need of them greater or the prospect of them more auspicious. None of the periods of the politics of mediocrity or of intellectual immorality in America have been long. When one party has seemed nearly destitute of statesmen and when the other has seemed to be overstocked with partisans of the second rank, some thinker or some moralist has risen or recurred to view, to speak the longed for and the desired word to the attentive ear and to the hoping heart of a noble people. I know that such a man will somewhere be found — or rediscovered.

"Fellow-citizens, let us remember that oneness of our American derivation and destiny. Let us be thankful that in the baptism of blood all serious causes of division and reproach were purified away. Let us be grateful for the years of peace through progress and of progress through peace. Let us hail them as but the prelude of still better days to come. From this tableland of time, looking backward on the past, and forward on the future, let us strike hands for the betterment of politics; for the cleansing of rule; for the moral trusteeship of private wealth and of public office; for the lifting of poverty, through self help, into comfort; for the considerate leadership of ignorance into knowledge; for the transmutation of provincialism into patriotism and of patriotism into philanthropy. In this work, while our country is our solicitude, let our field be the world. While our countrymen are our preference, let humanity be our client. By recasting ourselves on the lines of God's laws in our hearts, our State shall prosper, our cities shall come to honor, our communities shall conquer the pinnacles of material and of moral achievement, and our nation shall attain to the benign purposes of Deity in its discovery and development. And from the vantage ground of this republic will sweep streams of blessings to all the race of man. If to this we here dedicate and here consecrate ourselves, the North of our homes and the South of your hearts, the North and South of our country will eventually be constrained to admit that we sought well and thought well and wrought well for their behoof and for our own."

Prof. L. H. Bailey.

Prof. Liberty H. Bailey, editor of *Country Life in America*, and head of the Agricultural Department of Cornell University, spoke on "Agricultural Education." He said:

"The agricultural college was organized as a protest against the older order of education. These colleges intended to relate education in some way to the lives of the people; they were meant to be agricultural training schools. But the agricultural college began to emulate the higher institutions of learning, gradually growing away from its original purpose. Yet these schools have developed an agricultural science and an agricultural literature; they have been of immense service in many ways.

"But still the necessity exists for agricultural training schools that will teach boys how to do the work of the farm. A system of agricultural high schools should be established. Nature study should be put

into the elementary rural schools. This nature study is not elementary science teaching in botany, zoölogy, and the like. Nature study is the development of an attitude in pupils toward the environment in which they live. The agricultural high school and the introduction of real nature study in the elementary schools will finally be the means of making the country attractive to the children, and will be the means of realizing what the founders of the agricultural college had in mind."

Chancellor Kirkland.

Chancellor J. H. Kirkland spoke on "The Teacher and the State." He said:

"The supreme importance of universal education has been emphasized at this and other Conferences. It is well that this has been done; it can not be emphasized too often and too much. We must all realize that there is a shameful amount of illiteracy in the South. Of course, there have been reasons why this condition of things has existed. But honesty and candor compel us not to make the mistake of accounting for the facts of 1903 by the events of 1863.

"We are no longer too poor to educate the children. In 1880 the South entered on a process of rejuvenation in all phases of industrial, religious, and social life. There are now 160 millionaires in the South. The South is sending granite to New England, marble to Italy, manufactured goods to England, and 'coals to Newcastle.'

"But we are spending less on the education of each child now than in 1870. We are neglecting too much our opportunities to educate the coming generation. We welcomed the Southern Education Board for its words of kindness and fellowship. That Board, however, does not ask words of appreciation from us, but rather that we set our hands to the task of doing our best for the education of all the people.

"Our problems are the concern of all the world. Northern problems are our problems. The problems of the South are not Southern problems alone. They belong to this whole, reunited country; to mankind which is one in spirit. The gain or the loss of one race must cause all other races equal pride or shame. No man lives to himself, no man dies to himself.

"The supreme need of the South is the improvement of the Southern teacher. A consolidated school with a library and a good house is only dead matter until it is given life by the personality of a real teacher. It has often been a consolation to me when I have visited schools to know that the term was short. The short term is the only redeeming feature about the schools in far too many localities. Real teachers are few. We should never forget that Athens produced Socrates who taught on the street corners, Plato who taught in a grove, and thousands of others whom the world hears today. Even the Great Teacher taught by the well, the seashore, in the valley, on the mountain. It has only been in recent years that houses have been added to the equipment of the universities and schools. Formerly the teachers were the schools.

"I wish to emphasize the fact that big men must go into big school houses, else the educational revival of the South will amount to

little. We can get school buildings erected as memorials. Men seem nowadays anxious to build houses. But there seems little disposition to increase the means to get better teachers.

"There are 500,000 teachers at work in the schools of this country. The larger half of these is incompetent, if reports and certificates and correspondence tell anything of truth. I do not mention the fact for ridicule; it is serious enough for tears. One example: in 1900, 9,000 teachers' certificates were issued in Tennessee, 7,000 of which were classed as third grade. That tells the story! More money will not solve our school problems. If we had millions, where are the teachers?

"The day must come when we will begin in earnest to improve the present teachers of the children, as well as to make a beginning toward getting others to begin the work of teaching. Institutes and summer schools are only palliatives; they can not very often cause the teachers to be born again. What we must have in the South is more normal schools. We have hardly yet seriously considered this question of training teachers. The normal universities and fake normals of every kind ought to be closed. Those of us who believe in better things should do like the Jews who rebuilt the walls of Jerusalem: fight with one hand and build with the other.

"The State should surely be as careful about licensing teachers of children as it is in licensing doctors and lawyers. Ignorance is the greatest curse of the land. It is a greater enemy than violence. The State takes its strong arm and banishes the cholera and other diseases, yet it is under greater obligation to banish ignorance and to begin that work at the very root, viz, the cause of ignorance. The State can not be great by ruling over ignorant men and women, but it is great as it rules over intelligent men and women, recognizing that its supreme duty is the education and uplifting of the individual in his social relations. This is the work of the teacher.

"There still adheres to the teachers' work something of the social degradation of the original meaning of the word pedagogue. Yet to the teacher is committed the highest interests of the State—its children. He is an interpreter of God and of humanity to the future citizens. He is the savior of each generation. The work of this Conference in arousing popular interest in education will be of no permanent value except we inspire an enthusiasm to train teachers in a broader and wider sense than we have ever done before.

"We are, I think, at the beginning of a new era. We do not yet see the light of day, only the purple tint of the dawn that will usher in the day. We worship now with our faces no longer turned toward the past but to the rising sun. In that new time I look for the South to resume her former place in national affairs."

President F. P. Venable.

Dr. F. P. Venable, president of the University of North Carolina, spoke on "The Work of the University in the Southern States." He said:

"The work of the university is many sided and important. It must train the leaders. It is the keystone of the educational system

of the State. Much of the history of many southern states would be barren without it contained the work done by the men trained in the universities.

"University education is an essential part of popular education. Popular education can not do without the university. The warfare against popular ignorance and illiteracy must be waged by leaders trained in the university. The sentiment in favor of education has been fostered by those who best knew its benefits. The ignorant can not feel the need of popular education as do college-bred men and women. Thus it has come about that the light has always filtered downward."

Dr. Edward Mims.

Dr. Edward Mims, professor of English Literature, Trinity College, Durham, North Carolina, continued the discussion of Dr. Venable's subject. He said:

"There are two burning problems in higher education at the South. One of these problems is the maintenance of proper educational standards for admission to college and proper standards for degrees. It behooves us to rally all the forces of higher education to the end that college sins against proper standards may be exposed to the light of day. I have often thought that we need consolidation of colleges in the South as much as we need the consolidation of schools.

"The other problem in the realm of higher education at the South is the preservation of freedom to think and to speak for those who are to teach and to lead the people. Those who are here leading the fight against provincialism and dogmatism deserve the cordial sympathy of scholars everywhere."

Dr. W. Rose.

Prof. Wickliffe Rose, University of Tennessee, said that the greatest present need of the South was the proper organization and direction of educational enthusiasm, which must necessarily be the work of the teacher. The teacher, he said, must have had some training to be able to lead. Teacher leadership must mean college leadership. The South needs a great teachers' college to train the leaders.

Prof. J. Y. Joyner.

State Superintendent J. Y. Joyner, of North Carolina, said:

"The place where a business is done determines what men will think about that business. Shall the sacred business of training children be done in a hovel, in ugliness, in dirt, or shall it be done in a place of beauty? There are 950 log school houses in North Carolina. But last year we built more than one new decent school house for every day in the year, Sundays excepted — 332 in all.

"More than \$20,000 was raised by private subscription in my state last year for the erection of new public school houses. We now have three forces at work to remedy the poor school house problem. One of these is the North Carolina law which requires that one-half the cost of the erection of the school houses must be borne by the county school fund. Another force is a loan fund of \$200,000 which will be

loaned school districts which are desirous of having better school houses. And still another force, which promises much for the betterment of public school houses, because it has already done much, is the Woman's Association for the Betterment of Public School Houses."

Hon. G. R. Glenn.

Hon. G. R. Glenn, of Georgia, said:

"The great question is to create such enthusiasm and power as will touch the life of every child. The criminal records of some of our states show that we are spending more money on lost boys than on those that are not lost."

Dr. S. C. Mitchell.

Dr. S. C. Mitchell, of Richmond College, said:

"It is apparent to all that the educational revival for which this Conference stands is a friend to religion and patriotism. It must be equally apparent that it is a foe to sectarianism and sectionalism, two things which are often found working in unison. To this unholy alliance of sectarianism and sectionalism this Conference opposes sympathy or like-mindedness, which is the beautiful fruit of education. In such a contest can any one doubt the issue? I rejoice in the note of sympathy which this gathering intones. We are here to see, eye to eye, and face to face. Earnest to do good, but, prior to that, resolute to know the truth. It is this characteristic of the Conference that brings you home to the bosom of our people. Truth through love, and service through truth, that is our program.

"The inspiring impulse of this movement for education in the South is not the good of the individual alone, but the welfare of our common country, which embraces, to be sure, the total good of each citizen. This gathering seeks communal rather than individual well-being, and works for national rather than sectional interests. In this regard you commend yourselves to every man in the South.

"All the ills of slavery are embraced in the one word isolation. That isolation of the South was geographic, historical, industrial, political. Sympathy is the key that is unlocking that prison door. In thus welcoming you in the full strength of the national sentiment, the South is but reasserting the position which she was the first to take. The words of Patrick Henry in the opening hour of the Continental Congress, in 1774, were both first and final: "The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American."

"The spirit of those words, worthy to be written in letters of living light on every school house, throbs in this Conference and constitutes its real significance. The possibilities of the South are not bounded by the traditions of the past, but by the nascent energies of the present and the hopes of the future."

President W. B. Hill.

Dr. Walter B. Hill, chancellor of the University of Georgia, spoke on "Negro Education at the South." He said:

"Recently I heard a group of Confederate veterans recounting stories of their campaigns. One of them, a Virginian, told of a faithful body servant who accompanied him to the field. The negro was captured by Federal scouts, and was given the position of cook for the Federal colonel, with salary attached. He ran away from this cosy berth and returned to his Confederate master, bringing with him, by the way, for his owner a sack of supplies and a box of the colonel's fine Havana cigars, on the plea that since he had been working for the colonel and his owner had received no wages something was due. The answer to this question, accordingly, at least, to our local interpretation, is that the negro is in the South by his own choice, because he is treated better here than elsewhere, and because his most important right — the right to make a living — is more completely secured. If it was not so, it seems to us there would be Northern or Western educational conferences discussing at Philadelphia or Chicago the problem of negro education in the North or West.

"In this city an allusion to a war story will not be out of order."

The speaker related a story told by a colonel of a Virginia regiment. The old veteran said if he lived to get to New Orleans next month he was going to propose a monument, which was to be of black marble, and to be erected in honor of the Confederate nigger. In justification of his proposed motion, the colonel told of his faithful slave, who had gone with him to the war as a body servant. The negro was captured by the Federals, was treated by them with patronizing kindness, being made cook of the Federal colonel, with high wages attached; but he ran away and returned to his master. Afterwards, when the latter was wounded in battle, the negro had risked his life to carry him off the field. This story was introduced in order to say that the duty of the South in respect to the education of the negro, whatever that duty may be defined to be, is the duty of the South to the children and grandchildren of the Confederate nigger.

"The beginning of the education of the negro was slavery. The South does not regret its abolition, but she contemplates with satisfaction the fact that the tuition of slavery developed the negro in little more than a century from the condition of savages into a condition where, in the judgment of those hostile to slavery, the negro was fitted for the privileges of American citizenship.

"The second chapter in the history of negro education began shortly after emancipation, and includes the blunders of the reconstruction period. It represents all the extremes of reaction. As the teaching of books had been denied to the negro in slavery, it was now assumed that the only education needed was to supply this omission, and accordingly an effort was made in schools and colleges to insert into the mind of the negro, as by a surgical operation, a culture for which the Anglo-Saxon race had been preparing through long centuries of growth.

"The nation has, in fact, remanded the solution of the negro problem, including, of course, the problem of education, to the South. In the days when the southern section of our country was threatened with force bills and similar legislation, there were utterances in the

South which might be gathered up from press, pulpit, and platform of that time literally by the millions, in which it was said that if the North would only let the South alone, the South would solve the problem in wisdom and in justice. These utterances were sincere, and their fulfillment involves not only a plain duty, but involves also the strong point of the South, the point of honor. The change in the attitude of the North can not fairly be regarded as a desertion of the negro, but, as Mr. Cleveland aptly said, it is an expression of faith and confidence in the respectable white people of the South.

"The South has voluntarily done much for the education of the negro, and will take no backward step in this direction. The United States Commissioner of Education says that since 1870 the South has disbursed for negro education \$109,000,000. For every dollar contributed by the wealth-endowed philanthropy of the North for this purpose, the South, out of her poverty, has contributed four dollars. It cannot be pretended that all the people in the South are thoroughly satisfied with these things that have been done. It must frankly be admitted that some of them are restive under it, but it can at least be answered that the leaders are the friends of negro education. During the past winter the *New York Journal* inaugurated a symposium, in which Southern men were invited to express their views on this subject. Among the contributors were Bishop Warren A. Candler, of the Methodist Church; Bishop C. K. Nelson, of the Episcopal Church; Hon. Clark Howell, and others. All of them expressed their gratification at what had been attempted in the South. Not one of them felt that negro education had been proved to be a failure.

"The policy of separate schools will, of course, be maintained. Negro education must be suited to meet actual conditions. It must be adapted to meet industrial and agricultural needs. This does not mean that the three R's are not to be taught in the schools. The common school education is not, therefore, to be supplanted, but to be supplements for the great masses of negroes with manual and agricultural training.

"There is another direction in which the education of the negro should be brought more in touch with life. It should be more distinctly ethical. The three periods of the history of negro education may be expressed in terms of the title of the book, which had so great an influence on the slavery issue. *Uncle Tom's Cabin* may not be read by future generations, but it will always be referred to as a great historical document.

"In the second period we see *Uncle Tom* without a cabin. This period represents the era of reconstruction, when alien adventurers, foisted into power on the shoulders of the black masses, played such fantastic tricks in the name of government as the world has never witnessed since the days of Masaniello.

"The third era is that which is being ushered in under the wise leadership of Booker Washington, when the negro is becoming a homemaker, bound to the soil, and a good citizen. There is no race problem as between the good citizens of the South among the whites and the good citizens of the South among the blacks. The solution, then, of

the negro problem, so far as we can see it within that immediate future, which may be forecast from the past and present and beyond the limits of which it is idle for us to attempt to forecast, but about which we are justified in thinking with optimism and hope, is Uncle Tom in his own cabin."

Dr. Lyman Abbott.

Dr. Lyman Abbott said:

"It has been sometime suggested, by no member of this Conference, to me, that some topics of discussion had better be avoided in such a gathering as this. But I have thought that no gathering in this country, North or South, desires a speaker to speak anything but his sincere convictions. We are beginning to learn, North and South, that suffrage is a prerogative and a duty, rather than a right. We are beginning to learn, North as well as South, that manhood suffrage means manhood first and suffrage afterwards. We are beginning to learn in the North, what it seems to me ought always to have been an axiom, that no man has a right to govern his neighbor who has not the intelligence and the conscience to govern himself.

"I have spoken as if this was a late learning on the part of the North. It is, and it is not. If there was any man in the North who had the right to be called a friend of the negro, if there was any man in the North known as an uncompromising opponent of slavery, if there was any man in the North who stirred the heart of the North before the war and was brave and resolute throughout the war, it was Henry Ward Beecher.

"In 1865, two months after the assassination of President Lincoln, and four months before the reconstruction measures were brought before Congress (which some of us in the North as many of you in the South wish had never been adopted), Henry Ward Beecher said: 'All the laws in the world can not lift a man higher than the natural forces put him. You can pass laws saying that the colored men are your equals, but unless you can make them thoughtful, self-respecting, intelligent, unless, in short, you can make them what you say they have a right to be, these laws will be in vain.' I am satisfied that while we ought to claim for the colored man the right of the elective franchise, you will never be able to secure it and maintain it for him except by making him so intelligent that men can not deny it to him."

"I wish that all of the North had agreed with Henry Ward Beecher and Abraham Lincoln that those propositions were true, and I should like to print them and put them in every colored school house in the South with the name of Henry Ward Beecher at their foot."

Resolutions.

Mr. Richard Watson Gilder, editor of the *Century*, and chairman of the Committee on Resolutions, presented the following resolutions:

"We, the members of the sixth Conference for Education in the South, coming from various sections and many states, desire to express our keen appreciation of the generous and gracious hospitality of the people, including, especially the officers and members of the local com-

mittee, the Governor, Lieutenant-Governor and other members of the state government, of the organizations which joined in the invitation, the press of Richmond, and the associations, clubs and individuals who have so kindly opened their doors to the delegates and guests.

"We have derived pleasure and inspiration not only from the interchange of information and opinion in the immediate subjects of the Conference, but also from the spirit of the good will of enterprise and of patriotism which characterizes this city of so great memories and heroic traditions."

Officers.

President, Mr. Robert C. Ogden, New York.

Vice-President, Mr. Edgar Gardner Murphy.

Secretary, Dr. B. J. Baldwin, of Montgomery, Ala.

Treasurer, Mr. W. A. Blair, Winston, N. C.

Members of the Executive Committee:—President of the Conference, ex-officio chairman; Mr. B. B. Valentine, Richmond; Mr. Joseph G. Brown, North Carolina; Chancellor R. B. Fulton, of the University of Mississippi; President B. C. Caldwell, State Normal School of Louisiana; Superintendent C. B. Gibson, of Columbus, Ga.; President D. F. Houston, A. and M. College, Texas; President R. H. Jesse, of the University of Missouri; Superintendent G. P. Glenn, of Jacksonville, Fla.; State Superintendent S. A. Mynders, of Tennessee; President H. H. Snyder, of Wofford College, Spartanburg, S. C.

Committee on Resolutions:—Richard Watson Gilder, editor of *The Century*; United States Attorney-General P. B. Knox; E. C. Branson, of Georgia; State Superintendent J. Y. Joyner, of North Carolina; E. T. Sanford, of Knoxville, Tenn.

In Memory of Dr. Curry.

The sixth Conference for Education in the South held a memorial service in memory of Dr. J. L. M. Curry, in the Academy of Music, Richmond, Virginia, on Sunday evening, April 26th. The principal addresses were made by President F. W. Boatwright, of Richmond College, and President Edwin A. Alderman, of Tulane University.

President Alderman said, in part:

"I saw him for the first time in 1883. A thriving North Carolina town was proposing to tax itself for adequate school facilities. This was not then an everyday occurrence in North Carolina. Curry stood before them and pled with passion and power for the children of the community. I remember how he seized a little child impulsively, and with dramatic instinct placed his hand upon his curly head and pictured to the touched and silent throng the meaning of a little child to human society. It was the first time I had ever heard a man of such power spend himself so passionately in such a cause. It seemed to me, and to all young men who heard him, that here was a vital thing to work for, here indeed a cause to which a man might nobly attach himself, feeling sure that, though he himself might fall, the cause would go marching grandly on.

"The chief work of this noble life was to develop an irresistible public opinion in a democracy for the accomplishment of permanent public ends. Men may forget the oratory, the diplomacy, the intellectual vigor, the gracious, compelling charm of Curry the man, but they will not forget the earnestness, the zeal, the self-surrender of Curry the social reformer and civic patriot, and when the final roll shall be called of the great sons of the South and of the nation, who served society well when service was most needed, I believe that no answer will ring out clearer and higher and sweeter than the adsum of J. L. M. Curry. His work has been accomplished and has been handed on to the living and he has gone. His fame is secure, for it is the persistent fame of the teacher and reformer."

Some Reports Denied.

RICHMOND, April 23.—In order once for all and forever to set at rest the intimations and suspicions set afloat concerning the Southern Education Board, the representative of the *State* today sought an authoritative statement from one of the prime movers of the Board.

The gentleman selected is a native of North Carolina, who has attained conspicuous success in the North — Walter H. Page, editor of the *World's Work*. Mr. Page was asked several direct, unequivocal questions concerning the Board's purposes as they relate to the negro and negro education. Mr. Page answered directly and positively every question.

The *State's* correspondent told Mr. Page plainly that he had come here to see if there is a nigger in the wood pile. To this Mr. Page, after answering the questions put to him, replied:

"You will find when the wood pile is turned over not a negro, but an uneducated white boy. That is what we are after."

"Mr. Page," I asked, "does the Southern Education Board propose now or ultimately to encourage or to approve the co-education of the races or social equality?"

"No," emphatically replied Mr. Page, "nobody ever for one moment dreamed of any such plan."

"Does the Southern Education Board propose now or ultimately to foster negro education before the education of white children; that is to say, is negro education the primary and white education the secondary object of the Board?"

"No," said Mr. Page, with equal emphasis.

"Are these two purposes, or is either of them — negro education first and negro equality — cherished by the Northern gentlemen, Mr. Ogden, for instance, who are officially prominent in the Southern Education Board?"

"Certainly not," said Mr. Page.

"Are these purposes, or is either of them, cherished by the General Education Board or by any of its promoters?"

"No."

These questions were answered all in the negative by Mr. Page with great earnestness, but in the same friendly spirit in which they were asked. He declared his entire and complete confidence in the

Northern gentlemen who are associated with him in this work, and declared that they have no desire or remote purpose to push negro education ahead of white education, but are honestly, earnestly desirous of assisting the white people who need education as well as the negro, the white child coming first, because, as Mr. Page expressed it, "There is a man, and it is the man we want to reach."—JAMES A. HOYT, in *Columbia (S. C.) State*.

THE NEGRO AT RICHMOND.

It was inevitable that the negro question should come up at the Conference for Education in the South, which has just closed at Richmond. The imperative need of the negro for education would have forced it if nothing else had. The national character of the movement, which aims at education of all races and all classes, would have compelled its discussion sooner or later. The opponents of the movement were bound to bring it up if they could, for they relied on the negro question to arouse prejudice in the South and to aid them in their purpose. It was, therefore, best that the question should be taken up directly by representative men from both sections, as it was.

It costs the Northern men in the educational movement nothing to define their position as to the negro question. It is a position to which the logic of the situation directs them, and to which no reasonable person, South or North, can object. As we understand it, it is this: The South must determine for itself what the political and social status of the negro race shall be, but whatever it is, the controlling interest of the South and of the whole country alike demands that the best possible schooling shall be given to the greatest possible number of the youth of whatever parentage. The South has determined, as the Rev. Mr. Murphy has announced, that the colored children and the white children shall be taught in separate schools. It could not well do otherwise, and the requirement is put forward by the more intelligent negroes with as much insistence as by the whites, for the preservation of race integrity is not by any means the desire or aim of one race only. With this determination by the South the Northern friends of Southern education have no disagreement and desire not the slightest interference. They accept it as a fixed condition, costly in some ways, but fixed; and they are ready to do all in their power, with the coöperation and counsel of Southern men, to aid education in accordance with this condition.

The South has determined on certain conditions as to the exercise of the suffrage, which for the present exclude the great body of the negroes. The men active in the educational movement in the South, from that section or from the North, may have their individual views as to the justice and expediency of this action. There are Northerners who approve it and Southerners who disapprove it. Both classes agree that it has absolutely nothing to do with education, and all are working steadily and faithfully toward a common end quite regardless of this matter. There is no earthly reason why they should not. If men like Dr. Alderman, of Tulane University, Louisiana; Dr. Hill, of the Uni-

versity of Georgia, and Dr. Dabney, of the University of Tennessee, are ready and eager, as they are, to give their hearty coöperation to the educational movement, the Northern men are justified in thinking that it is a movement in the best interests of the South, as they know it is one in the best interests of the whole country.

Meanwhile the attitude of the best men of the South, such as we have cited, is distinctly, that the very independence the South claims in the direction of the political relations of the negroes imposes on the whites a tremendous responsibility for the training of the negroes to self-support, to good character, to industry and intelligence. That is the price of peace and order and prosperity at the South. The Northern men engaged in the movement are willing and anxious to help pay this price. That is their only doctrine as to the negro question, and it is a sound and noble one.—Editorial, *New York Times*, April 26th.

THE FIELD.

Interesting Items of Educational News Happenings Throughout the South.

Mr. Joseph B. Graham, Field Agent of the Southern Education Board in Alabama, said:

"Beginning with June, 1902, I made a three months' campaign in various sections of the State, attending commencements, teachers' institutes, educational rallies, and all public gatherings where an opportunity might be afforded to talk to the people for local support of better schools and more accomplished teachers, to be better paid.

"I will be permitted to state here that I am State's attorney, or prosecuting officer, in one of the judicial circuits composed of six counties in my State. I am engaged in that work about six months each year, and the remaining time is given to the work of the Southern Education Board, but I never permit an opportunity to speak for better schools to pass at any time. This recalls that the first day of circuit court in a rural county in Alabama is a great day, when the citizens from every section of the county come to the county seat, some as jurors, witnesses and litigants;

some to swap horses and tobacco, but many just to greet friends, talk politics, and to get and distribute the news in general. These first days have been used largely by the office-seekers and politicians for getting office and promoting patriotism (?). I have endeavored to utilize these occasions in talking of good schools, better morals, and higher and purer aims, and, if I mistake not the sentiment of the people, I believe that they appreciate the change.

"I have visited twenty-two counties and have delivered from one to four addresses in each county within the eleven months of my service. My work and speeches have been along the line of stimulating the people to self-reliance and to the local support of their schools, looking ultimately to free public schools supported by local taxation with the district as the unit. In my opinion, every dollar the giving of which is felt and is to some extent a sacrifice upon the part of the person making the contribution, whether voluntary or under form of law, consecrated

to the cause of public education, is worth more to the contributor and to genuine growth of patriotism than a thousand dollars which may come unmerited or unappreciated or from misdirected philanthropy.

"As an instance of the interest of our rural population in our educational progress, I recall one day in July during the severe drought which almost destroyed the cotton and corn crops of Alabama last year. It was in a mountain county about twenty-five miles from a railroad. There was an all-day educational rally, with an abundance of substantial dinner on the ground, notwithstanding the blight then resting upon the burning, thirsty fields. The people came in great numbers from the surrounding country. Many walked, some rode in good buggies and surreys, but many families of from three to twelve persons came in plain farm wagons with straw-covered beds, chairs from the fire-side as seats, all drawn by a yoke of oxen. Many of them were clad in home-woven jeans and cotton. Many wore shoes, some were barefooted, but all were happy and cheerful and welcomed visiting speakers most cordially. The young people made melody in the old Fa-Sol-La system, the leader using the old-time tuning fork to catch the pitch or key, which he *spread* around with his own voice to the bass, soprano, alto and treble. They had no tenor. None but a woman can sing country treble. Many speeches were made during the day along educational lines and the young and the old seemed to be inspired to do and hope for better things for the youth of the land. I went the same afternoon to another place ten miles distant where a protracted meeting was in progress.

They were having morning service at 11 o'clock and evening service at 7:30. They heard of my visit and the evening sermon was delivered at "early candle lighting, 6:30 o'clock, and everything was in readiness for me at 8 P. M. I was cordially received, though a stranger personally, and welcomed to "the stand" by all except the minister in charge, who was just a little shy on a lawyer speaking from his sacred desk, lest a little politics or something might destroy the good influence of the revival then in progress.

"The speeches made by two other visitors and myself had earnest attention for more than two hours, and they were so pitched along the line of close relation of home, school, and church and intelligence, morals and religion that even the hesitating preacher declared to his congregation just before the benediction that they had just heard the best sermon of the revival. This is one of the many experiences which I have had in my work.

"On the 28th and 29th of January we held a conference of county superintendents in Montgomery. Of the sixty-six superintendents in the State, sixty were in attendance and five were providentially detained at home. The Alabama legislature was in session and almost every member was in attendance at the two great mass meetings held in the evenings. Many of the prominent educators and citizens of the State, including the very best citizenship of the capital city, were also present. Great addresses, plain, logical and eloquent, were delivered by Dr. E. A. Alderman and by Virginia's peerless young educational governor. There were local speakers also. The practical

work of Mr. D. E. Cloyd, of the General Board, was much appreciated by the county superintendents. This conference for power and widespread influence among educators, citizens and legislators was far beyond anything in the history of the State. We are fortunate in having as a citizen of Alabama the Rev. Edgar Gardner Murphy, the Executive Secretary associated with President Ogden, and also a member of the Southern Education Board. He is tireless in good works, and has done much by speech and with pen to forward our movement throughout the South.

"Do you ask me what of Alabama educationally? I answer that we enter the new century well. We have a new organic law which guarantees the rights and protection of citizenship to all, but restricts the privilege of suffrage to those who contribute either of their intelligence to the good of society, or of taxes for the material support of the government. Recognizing the power of intelligence as a factor in the creation of wealth, more than one-half of the entire income of the State has been set aside as a trust fund for the education of the youth of the State, and the legislature is instructed to make additional appropriations when the revenues and conditions shall justify.

"For the first time in the history of our commonwealth the principle and privilege of local taxation for school purposes are recognized in the organic law. It is true that the unit is the county and one mill the limit, while the ideal unit is the district and the will of the people the limit, still all must agree that ours is better than no unit and no rate at all.

"If I mistake not the sentiment of

the people in the counties which I have visited, they will vote to levy the one-mill tax at the first opportunity. The doctrine of local taxation is becoming popular and is going to win in Alabama, although our public school system has been in existence only about fifty years, and had but small support until the past fifteen years. Our rural white schools averaged 105 days and our rural colored schools averaged 93 days during the last scholastic year."

Miss Ella Dixon has been appointed a graded school trustee of Sylvan District, Alamance County, North Carolina. Miss Elmira Garrett has also been appointed a trustee in Friendship District, in Alamance County. Misses Dixon and Garrett will have the distinction of being the first North Carolina women to serve as school trustees. The Attorney-General of North Carolina says that there is nothing in the state constitution to prohibit women named in a special Act of the General Assembly from serving on school boards. They can not, however, be made members of school boards except by special Act of the Legislature.

An election was held at Scotland Neck, Halifax County, North Carolina, on Tuesday, April 21, to decide the question whether or not that town should issue bonds for graded schools. The majority for schools was 47 out of a total registered vote of 217. This means that Scotland Neck will have graded schools and a special local tax for their support.

The South Carolina State Summer School will be held at Winthrop College from June 23 to July 22.

MAY 14, 1903

Price 50 cents per year



Southern Education

(North Carolina Edition)

"I cannot think that it ought to be necessary to discuss at length with any intelligent, right-feeling man, the right of every child to have the chance to make the most of his God-given faculties by education, and the duty of the State and of the community to give him this chance by providing adequate means for his education."

—State Superintendent J. Y. Joyner.

God give us patience and strength that we may work to build up schools that shall be as lights shining throughout the land. Behind this movement for the education of the children of our land there stands the One who said, "Let there be light."

—Governor Charles B. Aycock, Athens Conference.

"Educational progress means religious good; it inculcates a love of truth that is not to be limited. The hope of the State is not in the cities or the big towns. The hope of the greatest future is dawning in the rural districts."

—Prof. J. B. Carlyle.

County Supervision
Educational Waste
Local Taxation
Illiteracy
School Houses
Rural Libraries
Teachers and Salaries
Editorial and Miscellaneous
The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

No. 10

With reference to the 300,000 natives of North Carolina now living in other States, Dr. Walter H. Page says: "When we remember that almost every one of these emigrants went to States where taxes are higher and schools are more numerous and better, and where competition is more fierce, and when we remember that they went away from a State that is yet sparsely settled and richer in natural opportunities than the States to which they went, the failure of these (old educational) systems becomes painfully obvious. Too poor to maintain schools? The man who says it is the perpetuator of poverty. It is the doctrine that has kept us poor. It has driven more men and more wealth from the State and kept more away than any other political doctrine ever cost us."

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"The public free schools are the colleges of the people; they are the nurseries of freedom; their establishment and efficiency are the paramount duty of a republic. The education of children is the most legitimate object of taxation."—DR. J. L. M. CURRY.

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, May 14, 1903

This number of SOUTHERN EDUCATION has been prepared at the suggestion of the Central Educational Campaign Committee for the Promotion of Public Education in North Carolina, and of the State Superintendent of Public Instruction, and has the approval of that Committee and of the State Superintendent.

CHARLES L. COON, *Editor*.

"At the same time came the disciples unto Jesus saying, Who is the greatest in the Kingdom of Heaven? And Jesus called a little child unto him and set him in the midst of them."—Matthew XVIII, 1-2.

"It is not the will of your Father which is in Heaven that one of these little ones should perish. I came that ye might have life and have it more abundantly."—JESUS.

"Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."—JESUS.

If ignorance is not a curse, a sin, a reproach to any people, then it must be that people's blessing, goodness, pride!

Ignorance is either a good thing for a community or it is a bad thing. The means with which to banish ignorance can be voted into a community or they can be voted out. A good school house, a good teacher, and a good library are the deadliest foes ignorance has; they can be voted into any community in North Carolina.

The average salary of a white public school teacher in North Carolina during 1902 was \$26.78 for 16.45 weeks. The total average annual salary, therefore, was \$110.13. The state of North Carolina allows the county jailer \$108 a year for feeding criminals, which does not include clothing, medicine, and medical attention, all of which are an extra charge on the counties. Need any one wonder why so many of the public schools are poor and inefficient?

North Carolina has 43 counties in which there are more than 20 white voters out of every 100 who are illiterate; that is, who can not read and write.

There are 217 counties in the United States in which there are more than 20 white illiterate voters out of every 100. North Carolina has 43 of these counties.

More than 28 people out of every 100 in North Carolina over ten years old can not read and write! The Census of 1900 prints this fact about North Carolina. It is a part of the common knowledge of mankind. It can not be concealed.

More than 19 out of every 100 white people in North Carolina over ten years old can not read and write. There is only one other state that has so many illiterate white people as North Carolina.

North Carolina has decreased her white illiterates over ten years old from 23.1 out of every 100 in 1890 to 19.5 out of every 100 in 1900; she has decreased her negro illiterates over ten years old from 60.1 out of every 100 in 1890 to 47.6 out of every 100 in 1900. For ten years white illiterates have decreased, therefore, 3.6 in every 100 and negro illiterates 12.5 in every 100.

SIGNS OF HOPE.

Present educational conditions in North Carolina are not wholly dark. There have been great and various obstacles in the way of educational progress. The physical features of the State have contributed their share to prevent rapid advancement. The swamps of the east and the mountain fastnesses of the west have made small schools necessary in many places. The sparseness and the poverty of the population have also been causes contributing to make adequate school facilities well nigh impossible in many communities, as well as the impossibility of an awakened educational consciousness.

Then, there have been certain historic forces to overcome. The white race, formerly aristocratic in its social organization, was impoverished by four years of destructive war. At the end of the struggle it found the education of its own children to be provided for, as well as the education of the recently emancipated slaves. But the State went to work to retrieve its broken fortunes and to educate its children. Race prejudice has stood in the way oftentimes, and the cause of education has languished.

But in later years the General As-

sembly has given earnest attention to constructive school legislation, and the foundations of a sound educational policy have been firmly established. Previous school legislation has embodied the establishment of a great training school for women teachers at Greensboro, the founding of a chair of pedagogy at the State University, the establishment of normal training schools for colored teachers at Winston, Salisbury, Fayetteville, Elizabeth City, and other places. The recognition by recent legislatures that more efficient supervision of the rural schools is a vital question is also a hopeful indication of progress.

But perhaps the most hopeful sign of the constantly upward tendency of educational affairs has been the ever increasing number of towns and rural districts which have applied each two years to the legislature for the privilege of improving their public schools by local taxation. This movement was begun about 1875 at Greensboro. Soon afterwards Raleigh, Goldsboro, Charlotte, and other larger towns voted a local tax and established graded schools. This year 40 towns and rural districts have applied for the privilege of voting a local tax and of establishing graded public schools.

There is also a strong and well-defined movement to consolidate the country schools, build comfortable houses, put a library in every school house, and, above all, a trained teacher. The Governor of the State and other educational leaders have been conducting an unceasing campaign for better educational conditions. During the fall campaign of 1902, when local officers and members of the legislature were elected, more discussion of educational questions was indulged in by the various candidates and the State press than was ever known before. The tariff, the money question, the race issue, and all the old campaign slogans were laid aside and educational questions discussed instead. These are some of the signs that point to progress.

The educational redemption of the State seems much nearer, therefore, than ever before. Barely four months of school, untrained teachers, poor school houses, and well-nigh no supervision of the country schools is going to be a thing of the past, when all the people are once aroused to the supreme duty and necessity of better training for their children.

“With us legislators study the will of the multitude, just as nat-

ural philosophers study a volcano, not with any expectation of doing aught to the volcano, but to see what the volcano is about to do to them."—HORACE MANN.

"Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator Himself, to become the principal agent in the development of her child; * * * and what is demanded of her is—a thinking love."—PESTALOZZI.

RIGHT EDUCATION.

"Every son, whatever may be his expectations as to fortune, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity, whether those claims require the labor of the head or the labor of the hand."

—HORACE MANN.

ILLITERACY.

THE FACTS AS TO NORTH CAROLINA ILLITERACY, TAKEN FROM THE LATEST CENSUS AND SCHOOL REPORTS—SOME COMPARISONS.

MAKE A DIAGNOSIS FIRST.

"The reading of the figures as

to illiteracy is not a cheering diversion. And yet it were folly to assume that we can aid the South by the exercise of a blind affection which would blink or conceal the facts. These facts are not taken from the tale of an enemy; they are taken from the reports of our own superintendents of public instruction, they form a part of our local, as well as a part of our national records. The first duty of the physician who would apply a remedy lies in a sympathetic, but fearless diagnosis. The first duty of a wise educational statesmanship is a clear and unflinching perception of the situation. There is no disgrace in our illiteracy. It is due to historic and formidable forces. There would be every disgrace, however, in a policy which would now perpetuate it by concealment, and which would feed its indifference upon the husks of a flattering and senseless optimism.

"I have said that we must educate. When I say 'we,' I mean that we must count all of our people within the fellowship of responsibility. Within the partnership of obligation, the great masses of our white people should hold the first place of initiative, dignity, and service."—EDGAR G. MURPHY.

ILLITERACY AND THE SUFFRAGE.

The North Carolina school census reports of 1901-2 show that there are 10,678 male white children between the ages of 12 and 21 who can not read and write. The same

reports show that there are 10,246 male negro children between 12 and 21 who can not read and write. After 1908 no North Carolina man who becomes 21 years old can vote, unless he can read and write.

ILLITERACY SOUTH AND ELSEWHERE.

The illiteracy of the native white population of the United States (Census 1900), ten years of age and over, is as follows:

SOUTH.

	Per ct.
Texas	6.1
Mississippi	8.
Florida	8.6
West Virginia	10.
Virginia	11.1
Georgia	11.9
Arkansas	11.6
Kentucky	12.8
South Carolina	13.6
Alabama	14.8
Louisiana	17.3
North Carolina	19.5

ELSEWHERE.

Missouri	4.8
Illinois	2.1
Iowa	1.2
New York	1.2
Michigan	1.7
Wisconsin	1.3
Massachusetts	0.8
Minnesota	0.8
Nebraska	0.8
Connecticut	0.8
Wyoming	0.7
South Dakota	0.6
Nevada	0.6
Washington	0.5

NATIVE NEGRO ILLITERACY, SOUTH, 1900.

State	Illiterates	Total Negro Pop.	Per Centage
Va. ...	213,960	479,464	44
N. C. .	210,344	441,756	47

S. C. .	283,940	537,542	52
Ga. ...	379,156	724,305	52
Fla. ..	65,101	168,980	38
Ala. ..	338,707	589,820	57
Miss. .	314,617	640,424	49
La. ...	284,594	465,611	61
Tex. ..	167,531	438,883	38
Tenn. .	147,844	354,980	41
Ark. ..	113,495	263,923	43

These figures include all persons 10 years old and over, Census of 1900.

If it is criminal in the sight of men to starve and mistreat the bodies of horses and dogs, how much more criminal must it be in the sight of God to starve and dwarf the souls of children by permitting them to live in ignorance!

NATIVE WHITE ILLITERACY, SOUTH.

State	Illiterates	Total White Pop.	Per Centage
Va. ...	96,117	866,295	11
N. C. .	175,645	900,664	19
S. C. .	54,375	399,540	13
Ga. ...	100,431	841,200	11
Fla. ..	17,039	197,973	8
Ala. ..	103,570	700,823	14
Miss. .	36,038	450,952	8
La. ...	82,227	474,621	17
Tex. ..	95,006	1,554,994	6
Tenn. .	157,396	1,108,629	14
Ark. ..	76,036	656,438	11

These figures include all persons 10 years old and over, Census 1900.

ADULT MALE ILLITERATES.

The following table gives the adult native male illiterate population of North Carolina by counties. At a glance you can see how many white voters in each county could not read and write in 1900:

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiterates 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Alamance	18,939	6,733	558	4,373	12.7	739	1,338
Alexander	10,104	856	373	2,115	17.6	94	170
Alleghany	7,293	406	302	1,521	19.8	50	92
Anson	10,196	11,674	352	2,287	15.4	1,168	2,073
Ashe	18,897	684	822	3,837	21.3	68	122
Beaufort	15,066	11,336	568	3,742	15.1	1,336	2,567
Bertie	8,717	11,821	378	2,137	17.6	1,247	2,204
Bladen	9,452	8,223	334	2,168	15.4	697	1,405
Brunswick	7,613	5,044	332	1,759	18.8	537	1,074
Buncombe	36,167	8,120	1,135	8,137	13.9	735	1,869
Burke	15,023	2,676	752	3,287	22.5	264	464
Cabarrus	16,355	6,101	453	3,601	12.6	666	1,219
Caldwell	13,751	1,931	646	2,957	21.8	198	380
Camden	3,238	2,191	175	801	22.0	239	476
Carteret	9,684	2,127	377	2,459	15.3	185	457
Caswell	6,829	8,199	306	1,657	18.4	1,125	1,657
Catawba	19,148	2,985	606	3,931	15.4	286	574
Chatham	15,573	8,339	630	3,005	17.7	868	1,551
Cherokee	11,391	432	578	2,419	23.8	51	91
Chowan	4,406	5,850	207	1,082	19.1	715	1,245
Clay	4,398	134	220	924	23.7	13	31
Cleveland	20,258	4,820	955	4,321	22.1	560	1,012
Columbus	14,541	6,476	629	3,156	19.9	458	1,222
Craven	9,613	14,543	351	2,411	14.5	1,027	3,332
Cumberland	16,677	12,571	563	3,823	14.7	1,046	2,362
Currituck	4,752	177	199	1,228	16.2	210	418
Dare	4,183	574	227	1,065	21.2	71	146
Davidson	20,229	3,174	975	4,499	21.5	388	674
Davie	9,476	2,635	467	2,178	21.4	308	569
Duplin	13,877	8,528	757	3,271	23.1	854	1,457
Durham	16,483	9,749	590	3,870	15.2	1,136	2,120
Edgecomb	10,004	16,584	474	2,496	18.9	2,177	3,493
Forsyth	24,718	10,541	965	5,927	16.2	1,073	2,482
Franklin	12,678	12,438	746	3,065	24.3	1,302	2,416

Gaston	20,661	7,242	621	4,398	14.1	704	1,538
Gates	5,609	4,804	319	1,287	24.7	503	831
Graham	4,190	26	191	838	22.8	2	3
Granville	11,376	11,887	494	2,592	19.0	1,390	2,258
Greene	6,260	5,778	383	1,502	25.6	685	1,185
Guilford	27,969	11,103	758	6,923	10.9	1,088	2,499
Halifax	11,060	19,733	377	2,855	13.2	2,750	4,394
Harnett	10,930	5,058	516	2,431	21.2	486	896
Haywood	15,609	613	799	3,264	24.4	50	134
Henderson	12,345	1,759	393	2,685	14.6	185	384
Hertford	5,895	8,391	290	1,434	20.1	889	1,572
Hyde	5,264	4,014	196	1,290	15.1	394	806
Iredell	21,732	7,332	646	4,839	13.3	827	1,529
Jackson	10,922	591	609	2,353	25.8	61	127
Johnston	24,079	8,171	1,294	5,382	24.0	921	1,618
Jones	4,466	3,760	192	1,698	17.4	331	742
Lenoir	10,592	8,046	545	2,594	20.9	897	1,997
Lincoln	12,537	2,961	485	2,613	18.5	239	567
McDowell	10,673	1,893	402	2,297	20.1	205	366
Macon	11,431	673	479	2,319	20.6	69	116
Madison	20,086	551	1,076	4,068	26.4	53	133
Martin	8,056	7,327	408	1,904	21.4	908	1,498
Mecklenburg	31,393	23,873	653	7,340	8.8	2,585	5,059
Mitchell	14,685	536	816	2,970	27.4	62	126
Montgomery	10,515	3,682	506	2,402	21.0	417	767
Moore	15,773	7,849	489	3,627	13.4	737	1,592
Nash	14,856	10,619	814	3,542	22.9	1,313	2,283
New Hanover	12,663	13,100	162	3,159	5.1	1,202	3,108
Northampton	9,031	12,118	425	2,281	18.6	1,450	2,470
Onslow	8,330	3,610	426	2,044	20.8	3,000	704
Orange	9,429	5,261	412	2,306	17.8	611	1,104
Pamlico	5,408	2,637	239	1,275	18.7	254	581
Pasquotank	6,630	7,027	221	1,651	13.3	719	1,525
Pender	6,472	6,909	255	1,542	16.5	704	1,309
Perquimans	5,088	5,003	206	1,207	17.0	422	1,063
Person	9,662	7,023	601	2,125	28.2	963	1,297

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiterates 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Pitt	15,397	15,492	815	3,788	21.5	1,804	3,080
Polk	5,797	1,207	303	1,279	23.6	118	227
Randolph	24,560	3,672	1,037	5,502	18.8	361	755
Richmond	8,002	7,763	279	1,890	14.7	910	1,572
Robeson	19,577	16,917	855	4,551	18.7	1,601	3,200
Rockingham	21,544	11,617	985	4,802	20.2	1,383	2,256
Rowan	22,948	8,115	633	5,402	11.7	961	1,880
Rutherford	20,639	4,441	762	4,450	17.1	377	849
Sampson	17,250	9,130	933	3,964	23.5	877	1,526
Scotland	5,709	6,710	263	1,365	19.2	772	1,314
Stanly	13,421	1,799	513	2,709	21.8	174	380
Stokes	16,875	2,991	1,174	3,003	32.9	406	594
Surry	22,609	2,904	1,411	4,989	28.2	333	594
Swain	7,352	174	394	1,545	25.4	15	35
Tennessee	6,005	615	175	1,338	13.0	63	128
Tyrell	3,518	1,462	187	844	22.1	156	321
Union	19,157	7,999	681	4,042	16.8	844	1,509
Vance	6,920	9,755	281	1,671	16.8	1,071	1,842
Wake	30,267	24,358	1,358	7,584	17.9	2,528	5,083
Warren	6,082	13,060	185	1,393	13.2	1,365	2,441
Washington	5,242	5,366	234	1,267	18.4	573	1,136
Watauga	13,026	391	578	2,686	21.5	49	84
Wayne	17,934	13,419	758	4,159	18.2	1,262	2,785
Wilkes	24,435	2,437	1,567	5,073	30.9	239	447
Wilson	13,691	9,905	764	3,290	23.1	1,193	2,066
Yadkin	12,895	1,187	660	2,826	33.3	137	261
Yancey	11,181	283	797	2,294	30.8	41	65

WHITE ILLITERATE VOTERS.

North Carolina has 286,812 native white voters, 54,334 of whom are illiterate; percentage of illiteracy, 18.9. There are forty-three counties in North Carolina in which the illiterate native white voters are in excess of 20 out of every 100. Those counties are: Hertford, with 20.1 in every 100; Rockingham, 20.2; Macon, 20.6; Onslow, 20.8; Lenoir, 20.9; Montgomery, 21; Dare, 21.2; Harnett, 21.2; Ashe, 21.3; Davie, 21.4; Martin, 21.4; Davidson, 21.5; Pitt, 21.5; Watauga, 21.5; Caldwell, 21.8; Stanley, 21.8; Camden, 22; Cleveland, 22.1; Tyrrell, 22.1; Burke, 22.5; Graham, 22.8; Nash, 22.9; Duplin, 23.1; Wilson, 23.1; Yadkin, 23.3; Sampson, 23.5; Polk, 23.6; Clay, 23.7; Cherokee, 23.8; Johnston, 24; Franklin, 24.3; Haywood, 24.4; Gates, 24.7; Swain, 25.4; Greene, 25.6; Jackson, 25.8; Madison, 26.4; Mitchell, 27.4; Person, 28.2; Surry, 28.2; Yancey, 30.8; Wilkes, 30.9; Stokes, 32.9.

"Preach a crusade against ignorance; establish and improve the law for educating the common people."
—THOMAS JEFFERSON, Letter to George Wythe, Washington Edition Jefferson's Works, Vol. II, p. 7.

"The strength of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent

upon the education of the entire mass and not of the few."—GOVERNOR CHARLES B. AYCOCK.

Some anxious souls continue to wonder why so many people are indifferent as to the education of their children. Remember that the cure for such indifference is to convince parents that it is as much their religious duty to train their children as it is their duty to observe the law: "Thou shalt not steal." All the people are convinced that stealing is morally wrong, hence they will not tolerate thieves in good society. Whenever parents are convinced that keeping people in ignorance is morally wrong, they will not tolerate that crime any more than they now tolerate crimes against property rights.

COUNTY SUPERVISION.

ITS NECESSITY RECOGNIZED BY THE LAST SCHOOL LAW. — AMOUNTS SPENT BY THE COUNTIES FOR SUPERVISION IN 1902. — TWENTY-THREE COUNTIES AND CITIES COMPARED.

Expert leadership and supervision are recognized as essential to the proper conduct of any great business. Surely the education of the children of a great state is a great business. The North Carolina cities long ago recognized this fact. If those cities which have established graded schools and pay a large per cent. of their school funds

each year to make certain their schools are well planned and conducted, find it a profitable investment, there can scarcely be any doubt but that it would be a profitable and paying investment for the county board of education to employ competent and expert school men to supervise the country schools.

In the cities the supervisor has the most favorable conditions surrounding his work. The county superintendent has a much larger area to cover, many more teachers to direct, and many more people to inspire with right ideas about the education of their children than has the city superintendent. This makes it all the more important that county superintendents be trained men and devoted to their work, spending all their time in bringing the benefits of education to all the children.

There are nine counties in North Carolina that pay their superintendents less than \$100 a year! There are 40 counties out of the 97 that now pay their educational leaders less than \$300 per year! There are 70 out of the 97 counties that pay their county superintendents less than \$400 per year! Of course, these figures mean one of two things: The North Carolina county superintendent must make a living at something else or he must be an incompetent supervisor. The world knows expert men can not be obtained for such salaries.

The present school law recog-

nizes the necessity of remedying this condition of affairs, knowing full well that there can be no educational progress except under an expert leader. Therefore, the last General Assembly of North Carolina said in law that county boards of education may hereafter employ a county superintendent for his entire time at such salary as they may deem reasonable and just, provided the total county school fund exceeds \$15,000. This will enable the following counties to have superintendents who can be something more than clerks and examiners: Craven, Duplin, Gaston, Moore, Pitt, Randolph, Davidson, Guilford, Johnston, Beaufort, Rockingham, Rutherford, Vance, Alamance, Edgecombe, Granville, Iredell, Nash, Union, Cabarrus, Forsyth, Robeson, Wilson, Cleveland, Cumberland, Durham, New Hanover, Mecklenburg, Wayne, Rowan, Buncombe, and Wake; 32 counties in all, nearly one-third of all the counties in the State.

Twelve other counties have school funds ranging between twelve and fifteen thousand dollars each, which means that they will likely be enabled at an early day to employ a county superintendent for all his time on the same conditions as the 32 counties named above.

The following table gives the present salaries of the several county superintendents and the total receipts for school purposes reported to the State Superintend-

ent of Public Instruction, June 30,
1902:

Counties that pay their county
superintendents less than \$100 per
year:

COUNTY	SALARY	SCHOOL FUND
Stanly	\$ 78 00	\$11,403
Transylvania .	92 00	3,442
Tyrrell	69 00	2,775
McDowell ...	69 00	6,402
Haywood	30 00	12,256
Dare	88 10	2,976
Clay	93 65	2,353
Camden	62 35	4,165

9

Counties that pay their county
superintendents less than \$200 and
more than \$100 a year:

Alexander ...	\$124 00	\$ 5,956
Alleghany ...	175 50	5,086
Burke	185 50	9,258
Chowan	162 00	7,766
Currituck	154 00	5,822
Graham	184 00	2,875
Henderson ...	177 50	8,457
Jackson	185 75	6,297
Jones	140 50	5,212
Macon	102 00	8,646
Mitchell	131 80	5,839
Montgomery .	135 00	9,119
Pamlico	106 00	4,242
Perquimans ..	151 50	6,347
Person	154 44	11,344
Sampson	159 50	13,848
Swain	125 00	4,521
Yancey	102 00	5,280

18

Counties that pay their county
superintendents less than \$300 and
more than \$200 a year:

Bladen	\$228 36	\$ 8,802
Carteret	242 00	6,571
Catawba	252 50	12,746
Cherokee	279 25	6,834

Craven	250 00	16,270
Davie	261 88	6,848
Duplin	294 00	15,178
Gaston	280 35	19,765
Halifax	268 63	24,315
Hyde	201 00	4,688
Moore	288 30	16,051
Pitt	209 00	24,301
Polk	212 50	5,264
Randolph	225 50	17,766
Scotland	283 00	7,146
Watauga	276 11	7,119
Wilkes	283 60	12,755
Yadkin	242 95	8,354

18

Counties that pay their county
superintendents less than \$400 and
more than \$300 a year:

Anson	\$305 90	\$10,655
Ashe	400 00	12,008
Brunswick ...	333 96	8,619
Caldwell	345 00	9,641
Caswel	361 00	8,024
Chatham	362 46	14,251
Columbus ...	380 93	13,329
Davidson	357 00	15,395
Gates	343 62	6,022
Greene	348 75	7,459
Guilford	400 00	29,710
Harnett	378 00	8,697
Hertford	317 75	9,091
Johnston	310 50	25,026
Lenoir	364 00	12,705
Lincoln	310 00	9,968
Martin	329 71	11,660
Northampton .	399 00	13,903
Onslow	335 00	6,829
Orange	396 59	11,982
Pasquotank ..	300 00	12,731
Pender	377 31	7,241
Stokes	346 00	10,871
Surry	319 00	13,223
Washington ..	366 00	7,064

25

Counties that pay their county

superintendents less than \$500 and more than \$400 a year:

Beaufort	\$420 00	\$16,727
Richmond	405 00	10,706
Rockingham . .	450 00	21,442
Rutherford ..	422 50	14,181
Vance	479 67	17,187
Warren	480 00	11,810

6

Counties that pay their county superintendents less than \$600 and more than \$500 a year:

Alamance . . .	\$518 58	\$18,368
Bertie	504 00	13,710
Edgecombe ..	561 45	24,093
Franklin	546 00	13,735
Granville	550 57	14,597
Iredell	502 50	20,800
Madison	529 40	11,052
Nash	526 01	17,303
Union	546 00	17,196

9

Counties that pay their county superintendents less than \$700 and more than \$600 a year:

Cabarrus	\$700 00	\$16,074
Forsyth	667 42	33,043
Robeson	658 37	18,101
Wilson	700 00	22,965

4

Counties that pay their county superintendents less than \$800 and more than \$700 a year:

Cleveland	\$720 16	\$17,480
Cumberland ..	754 23	18,877
Durham	787 50	29,381
New Hanover.	780 00	36,136

4

Counties that pay their county superintendents less than \$900 and more than \$800 a year:

Mecklenburg .	\$852 00	\$48,199
Wayne	879 00	24,567

2

Counties that pay their county superintendents less than \$1,000 and more than \$900 a year:

Rowan	\$985 52	\$25,603
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1

Counties that pay their county superintendents more than \$1,000 a year:

Buncombe	\$1,248	\$39,054
Wake	1,166	58,155

2

COUNTY AND CITY SUPERVISION

COMPARED.

The following table shows the amount spent in 23 leading towns and cities for general supervision, also the amount spent for supervision by the counties in which those cities are situated. The total school fund of the cities and the counties is given, the percentage of the city and the county funds spent for supervision is also given, as well as the number of teachers supervised by the various city and county superintendents.

The area of the counties, the population of the counties, and the population of the cities are given that a complete view of the difference in the difficulty between city and county supervision may be obtained. The population is that of Census 1900; the other data is from State Superintendent's report, 1902:

County and City.	Amount spent for General Super- vision by city, 1902.		Total City School Fund, 1902.		Per cent of City Fund spent for Supervision, 1902.		Number of Teach- ers in city, both races, 1902.		Amount spent for General Super- vision by County, 1902.		Total County School Fund, 1902.		Per cent of County Fund spent for Supervision, 1902.		Number of Teach- ers in County, both races, 1902.		Area of County.		Population of City 1900.		Population of County, 1900.	
	\$	¢	\$	¢	%	W.	C.	\$	¢	\$	¢	%	W.	C.	W.	C.	Sq. Miles	Sq. Miles	Pop.	Pop.	Pop.	Pop.
Asheville (Buncombe) . . .	1,400		20,946		4.6	31	10	1,248		39,040		3.2	94	18	624		14,694		29,594			
Burlington (Alamance) . .	1,200		8,079		14.8	10	1	518		18,746		2.8	66	28	494		3,692		21,973			
Charlotte (Mecklenburg) . .	1,800		48,309		3.7	49	18	852		48,199		1.8	84	61	590		18,091		37,177			
Asheboro (Randolph) . . .	495		2,280		21.2	4	2	225		17,766		1.2	114	24	794		992		27,240			
Concord (Cabarrus)	1,200		11,939		10.5	14	4	700		16,074		4.3	54	21	387		7,910		14,546			
Durham (Durham)	2,000		20,468		6.7	34	15	787		29,381		2.6	34	17	284		6,679		19,554			
Goldsboro (Wayne)	1,500		16,237		9.2	20	8	879		24,567		3.5	70	40	507		7,946		23,410			
Oxford (Granville)	900		4,483		20.7	5	4	550		14,597		3.7	54	43	504		2,059		21,204			
Greensboro (Guilford) . . .	1,500		26,778		5.6	37	8	400		29,710		1.3	91	30	674		10,035		29,039			
Monroe (Union)	1,000		11,143		8.9	10	3	546		17,196		3.1	88	34	561		2,427		24,729			
New Bern (Craven)	1,000		7,223		12.9	13	8	250		16,270		1.5	41	31	685		9,090		15,070			
Raleigh (Wake)	2,000		41,252		4.8	39	29	1,666		58,155		2.8	94	64	841		13,643		40,983			
Mt. Olive (Wayne)	800		3,397		23.5	3	3	879		24,567		3.5	70	40	507		7,946		23,410			
Salisbury (Rowan)	1,100		13,275		8.3	15	5	985		25,603		3.8	81	36	483		6,277		24,789			
Lexington (Davidson) . . .	675		4,100		16.4	3	3	357		15,395		2.3	92	19	563		1,234		22,159			
Statesville (Iredell)	1,200		6,712		17.8	8	3	502		20,800		2.4	96	37	592		3,141		25,923			
Washington (Beaufort) . . .	900		6,368		14.1	11	5	420		16,727		2.5	71	39	819		4,842		21,562			
Waynesville (Haywood) . .	900		3,641		24.7	7	2	(?)		12,256		...	51	1	541		1,307		14,915			
Wilson (Wilson)	1,200		12,692		9.6	13	5	700		22,965		3.4	47	23	392		3,525		20,071			
Selma (Johnston)	600		2,500		24.0	5	3	300		25,026		1.2	109	36	688		816		31,434			
Rocky Mt. (Nash)	900		7,340		12.1	11	3	526		17,303		3.0	63	40	584		2,937		22,541			
Rockingham (Richmond) . .	1,000		3,300		30.3	5	2	405		10,766		3.7	40	32	466		1,507		14,348			
Reidsville (Rockingham) . .	1,000		10,887		9.1	11	6	450		21,422		2.1	77	41	573		3,262		29,901			

The above table clearly shows one of two things: (a) the cities are spending entirely too much for the supervision of their schools, or (b) the counties are spending entirely too little, considering their area and the larger number of teachers to be directed, as well as the larger population to inspire with right ideas as to the education of the children.

EDUCATIONAL WASTE.

SOME REASONS FOR CONSOLIDATING
SCHOOLS. A NOTABLE INSTANCE.

The average monthly salary of white teachers in North Carolina in 1886 was \$25.00 for 11.75 weeks. The average monthly salary of colored teachers during the same year was \$22.52 for 12 weeks. There were, in 1888, 3,779 white school houses, 4,763 white districts, and 4,438 white schools taught. The total school fund of the state was \$670,671 in 1886. In 1888 there were 1,766 colored school houses, 2,317 colored schools taught, and 2,031 colored districts. This was the first year the number of school houses and districts was reported.

In 1902 the average salary of white teachers was \$26.78 for 16.45 weeks. The average salary of colored teachers during the same year was \$22.19 for 15.23 weeks. There were 5,028 public school houses for whites, 5,491 schools taught, and 5,653 white districts. The total school fund of the state, deducting amounts apportioned to city schools and amounts raised by local taxation, was a little more than \$1,250,000.

In 1902 there were 2,236 colored school houses, 2,376 colored schools taught, and 2,441 colored districts.

What do these figures mean? They mean that the average monthly salary of white teachers increased \$1.78 in the 16 years between 1886 and 1902; that the aver-

age monthly salary of colored teachers decreased 33 cents. They mean that the average school term during these 16 years increased 4.70 weeks for whites and 3.23 weeks for negroes, while the state school fund increased \$579,329, an increase of 46.3 per cent! The rate of taxation on property for schools increased more than 100 per cent. during this period.

Naturally it will be inquired, where did all this increase go? For what was it spent? The teachers did not get any appreciable increase of salary. The school term was made a month longer, it is true. Still that does not account for the expenditure of the large increase of the fund for schools.

The increased school fund was largely spent in maintaining and teaching 1,053 more white schools in 1902 than in 1888 and in maintaining and teaching 59 more negro schools in 1902 than in 1888; in all, 1,112 more schools.

THE TESTIMONY OF EXPERIENCE.

The Report of the U. S. Commissioner of Education (1901, Vol. 1, p. XXIV) says in regard to the consolidation of rural schools in Massachusetts, Indiana, New Hampshire, and Nebraska:

"Upon the success of this movement rests the chief hope for the improvement of the rural school. It is fortunate that a device which changes the ungraded school into a graded school involves a saving of expense. Better teachers, more

sanitary buildings, less personal exposure on the part of pupils, better classification, and many lesser advantages are commending this reform to county superintendents over the country. It was first tried in certain rural towns in Massachusetts, notably Quincy and Concord."

In many parts of North Carolina and the South the consolidation of schools could be effected without any extra cost for the transportation of pupils.

WHITE DISTRICTS, 1902.

The following table gives the area of each county, the number of white schools maintained in 1902, and the average area to each school house:

	Area	Size of average white district in square miles	Number of white schools, 1902
Alamance	494	7.5	66
Alexander	297	5.9	50
Alleghany	223	5.4	41
Anson	551	9.6	51
Ashe	399	3.9	103
Beaufort	819	11.4	72
Bertie	712	11.1	64
Bladen	1,013	14.9	68
Brunswick	812	16.5	49
Buncombe	624	6.0	103
Burke	534	8.2	65
Cabarrus	387	6.6	58
Caldwell	507	6.1	82
Camden	218	10.9	20
Carteret	538	15.4	35
Caswell	396	10.5	37
Catawba	408	5.0	81
Chatham	785	8.9	88
Cherokee	451	9.8	46
Chowan	161	7.7	21
Clay	185	10.3	18
Cleveland	485	5.8	83
Columbus	937	10.5	89
Craven	685	15.2	45
Cumberland	1,008	12.6	80
Currituck	273	8.3	33
Dare	405	22.5	18
Davidson	563	5.8	97
Davie	264	6.1	43
Duplin	830	10.2	81
Durham	284	7.4	38
Edgecombe	515	....	...
Forsyth	369	5.1	72
Franklin	471	9.0	52
Gaston	359	4.7	76
Gates	356	10.2	35
Graham	302	14.4	21
Granville	504	9.9	51
Greene	258	7.8	33
Guilford	674	7.2	94
Halifax	681	7.4	92
Harnett	596	9.9	60
Haywood	541	9.6	56
Henderson	362	7.2	50
Hertford	339	11.3	30
Hyde	596	19.8	30
Iredell	592	6.2	95
Jackson	494	11.2	44
Johnston	688	6.4	108
Jones	403	13.9	29
Lenoir	436	9.9	44
Lincoln	296	5.0	54
Macon	531	9.5	56
McDowell	437	7.8	56
Madison	431	5.5	78
Martin	438	9.1	48
Mecklenburg	590	7.2	82
Mitchell	362	6.1	59
Montgomery	489	9.2	53
Moore	798	9.3	85
Nash	584	9.6	61
New Hanover	199	15.3	13
Northampton	523	12.4	42
Onslow	645	12.9	50
Orange	386	7.7	50
Pamlico	358	13.3	27
Pasquotank	231	10.5	22
Pender	883	18.0	49
Perquimans	251	8.7	29
Person	386	10.2	38
Pitt	644	7.3	88
Polk	258	8.0	32
Randolph	795	7.4	107
Richmond	466	8.5	55
Robeson	1,043	12.5	83
Rockingham	573	7.9	72
Rowan	483	5.9	82
Rutherford	547	7.4	74
Sampson	921	11.7	83
Scotland	387	....	...
Stanley	413	5.9	70
Stoke	472	5.9	80
Surry	531	6.2	85
Swain	560	16.4	34
Transylvania	371	11.6	32

Tyrrell	397	14.7	27
Union	561	6.5	86
Vance	276	8.0	36
Wake	841	8.1	103
Warren	432	16.6	25
Washington	334	11.5	29
Watauga	330	5.4	61
Wayne	597	8.5	70
Wilkes	718	6.6	109
Wilson	392	8.3	47
Yadkin	334	5.5	60
Yancey	302	6.7	45

NUMBER OF DISTRICTS NECESSARY.

The land area of North Carolina is 48,580 square miles. There were 5,652 white districts reported on June 30, 1902. This means that the average white district in North Carolina is 8.5 square miles in area. But if the average district were 17 square miles, just twice as large as at present, with the school house in the center, no child in the State would need walk quite three miles to school. Those who would walk so far would necessarily have to live in one corner of a district.

In actual practice many school districts in the State could be as large as 20 square miles, while some districts would have to be smaller than 17 square miles, the average. But still a fair estimate, accounting for all real geographical obstacles, would not place the total number of white districts actually necessary for the complete accommodation of all the white children of the State beyond 3,000, only a few less districts than there were in 1885.

MEANING OF 3,000 DISTRICTS.

If there were only 3,000 white districts in North Carolina, which number is amply sufficient, it would

mean the abandonment of 2,652 districts and poor school houses, and the concentration of nearly half the present white school property of \$1,163,661 into 3,000 houses instead of 5,652 houses. This alone would vastly improve the white public school houses of the State.

Moreover, it would enable the schools to be graded. Some schools could have three, others two teachers; in a few instances one teacher would be enough. The present rural school fund of \$1,250,000 could be used in 3,000 districts and about 2,500 colored districts. In all, North Carolina would need about 5,500 schools for both races. This would mean an average school fund for each school of nearly \$230. At the present average salary, \$25, this fund would mean a four and three-fifths months' term in all the 5,500 districts, with two teachers in every school.

With the \$200,000 school house loan fund now available, 400 school houses, costing \$500 each, can be built this year, 40 next year, and an increasing number each year thereafter, the number depending on the increasing amount of interest that will annually accrue to the fund. This means that by consolidation of districts and the proper administration of the fund, the near future may see a decent school house within easy reach of every child in the State. With the good school houses the State already has, and the total number to be maintained limited to



BEFORE CONSOLIDATION



AFTER CONSOLIDATION

3,000 for whites and 2,500 for negroes, the outlook for decent school houses everywhere ought to be inspiring.

DOES CONSOLIDATION PAY?

During 1902, three school districts in Mangum township, Durham County, were consolidated into one district, with the following results:

I. Salary of teachers before consolidation:

1. Salary of teacher in District 1, \$35 per month.
2. Salary of teacher in District 2, \$35 per month.
3. Salary of teacher in District 3, \$35 per month.

II. Length of term before consolidation:

1. Term in District 1, 6 months.
2. Term in District 2, 6 months.
3. Term in District 3, 6 months.

III. Average daily attendance in districts before consolidation:

1. Average daily attendance in District 1, 15.
2. Average daily attendance in District 2, 16.
3. Average daily attendance in District 3, 24.

IV. Results of consolidation:

1. Total salary of two teachers, \$100 per month.
2. Length of term, 7 months.
3. Average daily attendance, 80 out of total enrollment of 113.
4. Greatly increased interest in public education; three poor school houses abandoned and one neat, comfortable house erected; a graded school.

MORE EDUCATIONAL WASTE.

The following item appeared in many of the State papers during March, 1903:

"The State warrants were sent out last Thursday for \$99,750, to 73 counties, being the amount allowed them to bring their school terms up to four months. The list is as follows: Alamance, \$1,171; Alexander, \$1,725; Alleghany, \$2,050; Anson, \$2,610; Ashe, \$2,460; Beaufort, \$1,371; Bertie, \$597; Bladen, \$2,754; Brunswick, \$1,575; Burke, \$1,833; Cabarrus, \$2,720; Caldwell, \$1,702; Camden, \$242; Carteret, \$178; Caswell, \$2,473; Catawba, \$953; Chatham, \$2,185; Cherokee, \$671; Clay, \$363; Cleveland, \$3,691; Columbus, \$2,112; Craven, \$780; Cumberland, \$3,032; Currituck, \$1,217; Dare, \$1,257; Davidson, \$889; Duplin, \$1,217; Franklin, \$1,008; Gaston, \$407; Gates, \$870; Graham, \$339; Granville, \$996; Greene, \$529; Harnett, \$2,335; Haywood, \$168; Henderson, \$908; Hyde, \$554; Iredell, \$597; Jackson, \$705; Johnston, \$404; Jones, \$1,425; Lincoln, \$1,377; Macon, \$1,064; Madison, \$1,245; McDowell, \$1,922; Mitchell, \$1,973; Montgomery, \$1,493; Moore, \$2,067; Northampton, \$723; Onslow, \$530; Orange, \$1,315; Pender, \$503; Perquimans, \$852; Person, \$584; Polk, \$1,140; Randolph, \$1,891; Richmond, \$199; Robeson, \$710; Rockingham, \$1,582; Rutherford, \$4,521; Sampson, \$1,469; Stanly, \$2,079; Stokes,

\$1,539; Surry, \$1,001; Transylvania, \$1,355; Tyrrell, \$445; Union, \$1,877; Warren, \$127; Watauga, \$2,057; Wilkes, \$2,954; Yadkin, \$1,231; Yancey, \$2,223; Scotland, \$105."

In many instances these special appropriations were made necessary by the excessive number of school districts. Let us illustrate by one county that received more than \$1,200. This county on June 30, 1902, reported, after deducting all other expenses, the sum of \$8,543.53 for the payment of teachers' salaries during the year just closed. There were 57 white schools and 14 colored schools reported to have been taught, the average salary of white teachers being a little less than \$26 a month, while the average salary of colored teachers was a little less than \$24 a month. The area of this county is 296 square miles. The average area of a white district, therefore, is now only five square miles. Instead of having 57 white schools, the county could put a school house within two miles of every child in the county if she would limit the number of white schools to 20, making the average school district something less than 15 square miles, or about $3\frac{3}{4}$ miles square. There are no geographical reasons why this could not be done. Then this county would have 20 white schools and 14 colored schools; in all, 34 schools. This would mean \$252 a year for each school, for the payment of teachers

alone, securing a four and one-fifth months term at every school house and two teachers each, receiving an average salary of \$30 a month, instead of less than \$25 as now.

WHITE ILLITERACY IN NORTH CAROLINA.

When we hear anything said as to the high percentage of illiteracy in North Carolina and the South, we are apt to lay the flattering unction to our souls that it is the abnormal proportion of negro illiterates that raises the general percentage so high, and that but for the blacks we shouldn't make a very bad comparison with other sections after all. But such is not the case, and we should not deceive ourselves longer by believing it.

Statistics recently compiled by the Southern Education Board show that there are in all the United States only 217 counties in which one-fifth or more of the native white males of voting age are illiterate—212 of these counties being in Southern States and 43 of them in North Carolina. Our commonwealth has the unenviable distinction as being named as "one of the two states in which nearly half the counties are in this class."

The forty-three North Carolina counties in which more than 20 per cent. of the native white voters are illiterate—negroes and foreigners being entirely left out of consideration—are as follows:

Hertford, 20.1; Rockingham, 20.2; Macon, 20.6; Onslow, 20.8;

Lenoir, 20.9; Montgomery, 21; Dare, 21.2; Harnett, 21.2; Ashe, 21.3; Davie, 21.4; Martin, 21.4; Davidson, 21.5; Pitt, 21.5; Watauga, 21.5; Caldwell, 21.8; Stanly, 21.8; Camden, 22; Cleveland, 22.1; Tyrrell, 22.1; Burke, 22.5; Graham, 22.8; Nash, 22.9; Duplin, 23.1; Wilson, 23.1; Yadkin, 23.3; Sampson, 23.5; Polk, 23.6; Clay, 23.7; Cherokee, 23.8; Johnston, 24; Franklin, 24.3; Haywood, 24.4; Gates, 24.7; Swain, 25.4; Greene, 25.6; Jackson, 25.8; Madison, 26.4; Mitchell, 27.4; Person, 28.2; Surry, 28.2; Yancey, 30.8; Wilkes, 30.9; Stokes, 32.9.

In this connection, the following extract from Superintendent Joyner's recently issued biennial report will be read with interest:

"The United States Census Report for 1900 shows that 28.7 per cent. of the total population of the State, 19.5 per cent. of the white population, and 47.6 per cent. of the negro population, are illiterate, i. e., can neither read nor write. North Carolina stands in illiteracy of white population, second; of total population, tenth; of negro population, sixth. The census report also shows, however, that since 1890 the illiteracy of total population in this State has been decreased from 35.7 per cent., white illiteracy from 23.1 per cent., and negro illiteracy from 60.1 per cent.

"Of the total population of the United States, 10.7 is illiterate, of the total white population, 6.2 per

cent., and of the total negro population, 44.5 per cent.

"In total illiteracy, in white illiteracy, and in negro illiteracy, North Carolina is considerably above the average of the United States. The per cent. of white illiteracy in North Carolina is more than three times as great as the average per cent. of white illiteracy for the United States."

All this goes to show that there remaineth very much land to be possessed before the friends of education in North Carolina can afford to rest on their laurels. Meanwhile, 1908 draws on apace, and its black shadow of prospective disfranchisement grows larger and more ominous with every passing day.—*Progressive Farmer*.

LOCAL TAXATION.

AN EXHIBIT SHOWING POSSIBLE RESULTS IN 15 RURAL TOWNSHIPS IN GUILFORD COUNTY.

The following facts and figures will show at a glance what local taxation will do for the rural schools of Guilford County. What is true of Guilford is substantially true of two-thirds of the counties of the State. The figures are for the 15 rural townships:

	WHITE	COLORED	TOTAL
Polls ..	2,160	426	2,586
Total			
property	\$2,640,940	\$59,927	\$2,700,867
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	349	178	527
On less than \$300			
of property.....	1,823	485	2,308
On \$300 to \$500...	550	24	574
On \$500 to \$1,000..	779	13	792

On \$1,000 to \$5,000	650	3	653
On over \$5,000....	32	...	32
Total number of			
taxpayers.....	4,183	703	4,886
Total fund for schools in 15			
townships at present.....			\$12,327
If special tax is voted, 2,568 polls			
at 90 cts. would add			\$2,327.40
And \$2,700,867 of prop-			
erty at 30 cts. would			
add	8,102.60	10,430	

Making total school fund..... \$22,757
increasing fund 85 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax, and only 32 taxpayers would pay more than \$15.

EXHIBIT BY TOWNSHIPS.

An exhibit showing what local taxation would do for the schools of Greene township:

	WHITE	COLORED	TOTAL
Polls	173	15	168
Total value of			

property... \$208,312 \$1,952 \$210,264

NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On poll only.....	17	5	22
On less than \$300			
of property.....	163	13	181
On \$300 to \$500..	48	1	49
On \$500 to \$1,000.	60	..	60
On \$1,000 to \$5,000	51	..	51
On over \$5,000...	1	..	1

Grand total 345 19 364

Total apportionments for schools now \$1,005

If special tax is voted, 118 polls at 90 cts. would add..... \$169.20

And \$210,264 of property at 30 cents would add 630.80 800

Making total school fund..... \$1,805
increasing fund 80 per cent.

Of this increase five-ninths of taxpayers would pay less than 90 cents property tax, and only one would pay more than \$15.

An exhibit showing what local taxation would do for the schools of Washington township:

	WHITE	COLORED	TOTAL
Polls	133	13	146
Total value of			
property... \$132,060	\$1,027	\$133,087	

NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On poll only.....	19	5	24
On less than \$300			
of property.....	124	14	138
On \$300 to \$500..	34	..	34
On \$500 to \$1,000.	50	..	50
On \$1,000 to \$5,000	34	..	34
On over \$5,000...	2	..	2

Total number of taxpayers..... 263 19 282

Total apportioned for schools now \$ 637.00

If special tax is voted, 146 polls at 90c. would

add \$131.40

And \$133,087 of property at 30c. would add 399.26 530.66

Making total school fund..... \$1,167.66
increasing fund 80 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax, and only two would pay more than \$15.

An exhibit showing what local taxation would do for the schools of Madison township:

	WHITE	COLORED	TOTAL
Polls	118	32	150

Total value of property \$111,640 \$4,333 \$115,973

NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On polls only.....	19	11	30
On less than \$300			
of property.....	93	33	126
On \$300 to \$500..	30	3	33
On \$500 to \$1,000.	39	..	39
On \$1,000 to \$5,000	31	..	31
On over \$5,000...	..	..	..

Total number of taxpayers..... 212 47 259

Total apportioned for schools now \$ 682.00

If special tax is voted 150 polls at 90 cts. would add \$135.00

And \$115,975 property would add..... 347.91 482.91

Making total school fund.... \$1,174.91
increasing fund 75 per cent.

Of this increase three-fifths of property owners would pay less than 90 cents property tax.

An exhibit showing what local

taxation will do for the schools of Deep River township:

	WHITE	COLORED	TOTAL
Polls	143	18	161
Total value of property... \$146,693	\$1,269		\$147,962
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	13	7	20
On less than \$300 of property.....	126	15	141
On \$300 to \$500...	27	2	29
On \$500 to \$1,000.	58	..	58
On \$1,000 to \$5,000	39	..	39
Over \$5,000 .....	..	..	..
Total number of taxpayers.....	263	24	287
Total apportioned for schools now			\$ 625.00
If special tax is voted 161 polls at 90 cents would add			\$144.90
And \$147,962 of property at 30c would add	443.88		588.78

Making total school fund..... \$1,213.78 nearly doubling fund.

Of this increase four-sevenths of taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation will do for the schools of Rock Creek Township:

	WHITE	COLORED	TOTAL
Polls	165	37	202
Total value of property... \$265,581	\$5,654		\$271,235
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	34	15	49
On less than \$300 of property.....	138	44	182
On \$300 to \$500..	53	1	54
On \$500 to \$1,000.	45	3	48
On \$1,000 to \$5,000	55	..	55
On over \$5,000...	5	..	5
Total number of taxpayers.....	330	63	393
Total apportioned for schools now			\$ 862.00
If special tax is voted, 202 polls at 90c. would add			\$181.80
And \$271,235 of property at 30c. would add	813.70		995.50

Making total school fund..... \$1,857.50 increasing fund 115 per cent.

Of this increase five-ninths of the taxpayers would pay less than 90 cents property tax.

The following exhibit will show the benefit accruing to the schools of Clay township:

	WHITE	COLORED	TOTAL
Polls	164	11	175
Total valuation of property.. \$198,845	\$567		\$199,412
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	22	3	25
On less than \$300 of property.....	126	12	138
On \$300 to \$500..	44	..	44
On \$500 to \$1,000.	59	..	59
On \$1,000 to \$5,000	59	..	59
On over \$5,000...	1	..	1
Total number of taxpayers.....	311	15	326
Total appropriated for schools now,			\$646.00.

If special tax is voted, 175 polls at 90 cents would add \$157.50, and \$199,412 property at 30 cents would add \$598.23. Amount added to present school fund, \$755.73, an increase of 116 per cent. Of this increase one-half of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Center Grove township:

	WHITE	COLORED	TOTAL
Polls	91	46	137
Total value of property... \$133,044	\$7,167		\$140,211
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	13	24	37
On less than \$300 of property.....	57	42	99
On \$300 to \$500..	22	3	25
On \$500 to \$1,000.	42	3	45
On \$1,000 to \$5,000	35	1	36
On over \$5,000...	2	..	2
Total number of taxpayers.....	171	73	244
Total apportioned for schools now			\$ 731.00
If special tax is voted, 137 polls at 90c. would add			\$123.30

And \$140,211 property
would add..... 420.63 543.93

Making total school fund..... \$1,274.93
increasing fund 75 per cent.

Of this increase seven-twelfths of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Summerfield township:

	WHITE	COLORED	TOTAL
Polls	122	25	147
Total value of property....	\$143,609	\$6,744	\$150,353
NUMBER OF PERSONS PAYING TAXES..			
	WHITE	COLORED	TOTAL
On poll only.....	16	4	20
On less than \$300 of property.....	110	39	149
On \$300 to \$500..	37	3	40
On \$500 to \$1,000..	33	1	34
On \$1,000 to \$5,000	31	2	33
On over \$5,000...	3	..	3
Total number of taxpayers.....	230	49	279
Total apportioned for schools now	\$ 703.00		
If special tax is voted, 147 polls would add.....	\$132.30		
And \$150,353 property would add.....	451.05	583.35	

Making total school fund..... \$1,286.35
increasing fund over 80 per cent.

Of this increase more than four-sevenths of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Friendship township:

	WHITE	COLORED	TOTAL
Polls	162	62	224
Total value of property..	\$202,788	\$11,810	\$214,598
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	40	28	68
On less than \$300 of property.....	143	92	235
On \$300 to \$500..	47	6	53
On \$500 to \$1,000..	47	2	49
On \$1,000 to \$5,000	60	..	60
On over \$5,000...	1	..	1
Total number of taxpayers	338	128	366

Total apportioned for schools
now \$1,290.00 | |

If special tax is voted, 224

polls would add.... \$201.60

And \$214,598 property
would add..... 643.79 844.39

Making total school fund..... \$2,134.39
increasing fund 65 per cent.

Of this increase five-ninths of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Jefferson township:

	WHITE	COLORED	TOTAL
Polls	140	31	171
Total value of property....	\$193,133	\$2,562	\$195,695
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	27	19	46
On less than \$300 of property.....	119	26	145
On \$300 to \$500..	42	..	42
On \$500 to \$1,000..	67	1	68
On \$1,000 to \$5,000	54	..	54
On over \$5,000...	2	..	2
Total number of taxpayers.....	311	46	357
Total apportioned for schools now	\$1,037.00		
If special tax is voted, 171 polls at 90c. would add	\$153.90		
And \$195,695 property at 30c. would add..	587.08	740.97	

Making total school fund..... \$1,777.98
increasing fund 72 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Fentress township:

	WHITE	COLORED	TOTAL
Polls	162	9	171
Total value of property....	\$179,634	\$2,113	\$181,747
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	19	8	27
On less than \$300 of property.....	94	21	115
On \$300 to \$500..	35	..	35
On \$500 to \$1,000..	80	..	80

On \$1,000 to \$5,000	43	..	43
On over \$5,000...	1	..	1
Total number of			
taxpayers.....	272	29	301
Total apportioned for schools			
now	\$ 603.00		
If special tax is voted, 171			
polls would add....	\$153.90		
And \$181,747 property			
would add.....	545.24	699.14	
Making total school fund....	\$1,302.14		
increasing fund 115 per cent.			

Of this increase nearly one-half of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Sumner township:

	WHITE	COLORED	TOTAL
Polls	146	27	173
Total value of			
property... \$151,479	\$2,312	\$154,291	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only....	29	11	40
On less than \$300			
of property....	140	31	171
On \$300 to \$500..	42	1	43
On \$500 to \$1,000.	46	..	46
On \$1,000 to \$5,000	32	..	32
On over \$5,000...	1	..	1
Total number of			
taxpayers	290	43	333
Total apportioned for schools			
now	\$ 954.00		
If special tax is voted, 173			
polls would add....	\$155.70		
And \$154,291 property			
would add.....	462.87	618.57	
Making total school fund....	\$1,572.57		
increasing fund 65 per cent.			

Of this increase nearly two-thirds of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Monroe township:

	WHITE	COLORED	TOTAL
Polls	104	46	150
Total value of			
property... \$130,192	\$5,180	\$135,372	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only....	18	21	39

On less than \$300			
of property.....	88	47	135
On \$300 to \$500..	16	3	19
On \$500 to \$1,000.	36	1	37
On \$1,000 to \$5,000	29	..	29
On over \$5,000...	2	..	2
Total number of			
taxpayers	189	72	361
Total apportioned for schools			
now	\$ 765.00		
If special tax is voted, 150			
polls would add....	\$135.00		
And \$135,372 property			
would add.....	406.11	541.11	
Making total school fund....	\$1,306.11		
increasing fund 75 per cent.			

Of this increase one-half of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Jamestown township:

	WHITE	COLORED	TOTAL
Polls	193	21	214
Total value of			
property... \$302,864	\$3,295	\$306,159	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only....	30	4	34
On less than \$300			
of property....	179	24	203
On \$300 to \$500..	45	1	46
On \$500 to \$1,000.	71	1	72
On \$1,000 to \$5,000	59	..	59
On over \$5,000...	8	..	8
Total number of			
taxpayers	392	30	422
Total apportioned for schools			
now	\$1,010.06		
If special tax is voted, 214			
polls would add....	\$192.60		
And \$306,159 property			
would add.....	918.47	1,111.07	
Making total school fund....	\$2,121.07		
increasing fund 110 per cent.			

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax; only eight taxpayers would pay as much as \$15 a year; and besides these eight, only 59 would pay as much as \$3 a year.

FACTS AS TO ALAMANCE.

The present rural school fund of Alamance County is \$16,639. There are 66 white schools and 28 colored

schools. The area of the county is 494 square miles, and the area of the average white school district is only 7.5 square miles, or considerably less than 3 miles square. The present school term is about four and one-half months for each race. The salary of the county superintendent is \$518, or 2.8 per cent. of the school fund. White teachers receive \$29 per month and colored teachers \$24.

The town of Burlington in Alamance County levies a local tax of 30 cents on each \$100 valuation of property and 90 cents on each poll, for school purposes. This is an additional tax to that levied by the State. Burlington's total school fund is \$8,079. She pays her school superintendent \$1,200 a year, or 14.8 per cent. of the school fund. He supervises the work of 11 teachers. The county superintendent must supervise 94 teachers scattered over 494 square miles!

If Alamance County, the rural part of it, would assume the same burden as the town of Burlington has assumed, the result would be as follows:

A thirty-cent tax on \$3,740,802 property would yield \$11,222.40; a 90-cent tax on 3,393 polls would yield \$3,053.70; increasing the present school fund of \$16,639 by \$14,275.10, making a total school fund of \$30,914.10 for the rural districts. Local taxation in Alamance County means, then, an increase of the present fund by 85 per cent. Of

the increased tax four-sevenths of all the taxpayers would pay less than 90 cents a year property tax, a very slight additional burden.

Alamance County could consolidate her 66 white schools in 33 schools, making an average white district of something like 15 square miles, or each less than four miles square. In such districts, locating the school house in the center, no child would have to walk more than 2.5 miles to school. This would make the total number of white and colored schools 61, giving \$506.80 annually to each school provided the local tax is levied.

What would \$506.80 for each school in Alamance County mean? It would mean the ability of the county superintendent to place two teachers in each school in the county for six and one-third months in each year, and pay them an average salary of \$40 a month, instead of \$26.50 as now.

Alamance County would have the same number of white and colored teachers as she now has, but their efficiency could be more than doubled because the increased salary would secure better teachers. The schools could be graded. The term could be materially lengthened. The 66 poor white school houses and grounds could be converted into 33 comfortable houses.

There are nine districts in Alamance which will vote on local taxation this spring. But it would be a great advance for the whole county

to take the same step. There could be no doubt about the results of such a step.

Finally, what is true of Alamance County is true of many other North Carolina counties. This definite exhibit is given in order to show the friends of education everywhere that the improvement and revolution of the rural schools is not a problem that must wait years for solution.

LOCAL TAXATION IN JACKSON.

Jackson is one of the mountain counties of the State, situated west of Asheville. The Murphy branch of the Western North Carolina Railroad passes through the county. Two typical townships have been selected to show what a small local tax would mean to the schools of that section.

An exhibit showing what local taxation would do for the schools of Cashiers' township:

	WHITE	COLOR	TOTAL
Polls	94	..	94
Total value of property....	\$142,302	..	\$142,302

NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLOR	TOTAL
On polls only.....	27	..	27
On less than \$300 of property.....	129	..	129
On \$300 to \$500..	24	..	24
On \$500 to \$1,000.	23	..	23
On \$1,000 to \$5,000	11	..	11
On over \$5,000...	4	..	4
Total number of taxpayers	218	..	218
Total apportionment at present	\$ 493.65		
Special tax, 94 polls at 90 cts.	\$ 84.60		
30 cents on \$142,302 property	426.90		511.50

Making total school fund..... \$1,005.15
increasing fund about 103 per cent.

Of this increase 60 per cent. would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Cullowhee township:

	WHITE	COLOR	TOTAL
Polls	130	14	144
Valuation of property... \$133,579	\$4,054		\$137,633
NUMBER OF PERSONS PAYING TAXES.			
On polls only.....	9	6	15
On less than \$300 property.....	130	12	142
On \$300 to \$500...	35	2	37
On \$500 to \$1,000.	29	1	30
On \$1,000 to \$5,000	27	..	27
On over \$5,000...	2	..	2
Total number of taxpayers.....	232	21	253
Total apportioned for schools now	\$ 566.40		
If special tax is voted, 144 polls at 90 cts. would add	\$129.60		
And \$137,633 property at 30 cts. would add	412.90		
Present apportionment	566.40		

Making total school fund..... \$1,108.90
increasing fund 95 per cent.

Of this increase 62 per cent. will pay less than 90 cents property tax.

PITT COUNTY.

Pitt County, in eastern North Carolina is a typical county. There is a large negro population. Two townships have been selected to illustrate the benefits of local taxation to the schools of that section.

The following exhibit is for Greenville township:

	WHITE	COLOR	TOTAL
Polls ...	587	503	1,090
Total property \$1,255,267	\$65,876		\$1,321,143
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	111	265	376
WHITE COLOR			
On less than \$300 of property.....	389	344	733
On \$300 to \$500..	115	27	142
On \$500 to \$1,000.	140	21	161
On \$1,000 to \$5,000	254	12	266

On over \$5,000...	53	...	53
Total number of			
taxpayers	1,062	669	1,731
Total apportioned for schools			
now			\$3,607.70
If special tax is voted, 1,090			
polls would add..	\$ 981.00		
And \$1,321,143 prop-			
erty would add...	\$3,963.43	4,944.43	
Making total school fund....	\$8,552.13		
increasing fund 137 per cent.			

Greenville township embraces the town of Greenville, yet 1,109 of the 1,731 taxpayers would pay less than 90 cents additional tax, if the local tax were levied. Greenville recently voted a local tax for public schools.

An exhibit showing what local taxation would do for the schools of Farmville township:

	WHITE	COLORED	TOTAL
Polls	219	234	453
Total value			
of property	\$443,943	\$20,391	\$464,334
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	15	52	67
On less than \$300			
of property.....	168	205	373
On \$300 to \$500..	29	8	37
On \$500 to \$1,000.	54	6	60
On \$1,000 to \$5,000	87	1	88
On over \$5,000...	9	..	9
Total number of			
taxpayer s.....	362	272	634
Total apportioned for schools			
now			\$1,455.00
If special tax is voted, 453			
polls would add..	\$ 407.70		
And \$464,334 prop-			
erty would add...	1,393.00	1,800.70	

Making total school fund.... \$3,255.70
increasing fund 124 per cent.

In Farmville township 440 out of 634 taxpayers would each pay less than 90 cents of the local tax.

LOCAL TAXATION IN PRACTICE.

County Superintendent Cochran, of Mecklenburg County, reported March 10th that the new school house at Sardis would be completed within a week. The new school

house is a three-room building with porch and belfry, and cost \$1,000. This is the ninth first-class rural school house erected in the county during the past eighteen months. Contracts have been let for the erection of two more rural school buildings to cost \$1,000; one at Croft, in Mallard Creek township, and one in Morning Star township.

The local board which has control of the rural school fund subscribed by the General Education Board and by private citizens at the Charlotte Conference, has decided to aid the districts which voted a special tax, as follows: Berryhill, district No. 2, \$30, which will give one month additional school; Steele Creek, district No. 2, \$75, which will give one and one-half month additional school, and Deweese, district No. 1, \$150, which will give two months additional school. The first named of the above schools will now have a term of seven months, while the other two have eight months each.

THE NEGRO AND THE SCHOOL FUND.

The following table is an answer to the man who declares he would vote more taxes for schools, if the negro would not get a share of the taxes he desires to go to the education of white children only. The towns mentioned have eight and nine months' school terms for whites and blacks alike, the schools for both under the management of one school board and one superintendent.

City	School Population, 1902			Percentage of School Population Negroes	Total Value of Property
	White	Colored	Total		
Asheboro	235	95	330	28.7	\$ 361,116
Asheville	2,604	1,298	3,902	33.2	5,046,975
Burlington	1,131	153	1,284	11.9	1,250,000
Charlotte	3,401	2,224	5,625	39.5	8,248,660
Concord .....	....	....	3,000	....	1,670,419
Durham	2,363	1,763	4,126	42.7	7,998,118
Goldsboro	1,501	1,136	2,637	43.0	3,000,000
Greensboro	1,802	1,666	3,468	48.0	4,000,000
Lexington	202	150	352	42.6	602,000
Monroe	548	215	813	26.4	851,000
Mt. Olive	250	200	450	44.4	.....
Newbern	934	1,769	2,703	65.4	2,446,412
Oxford	332	401	733	54.7	855,240
Raleigh	3,467	3,064	6,531	46.9	7,100,000
Reidsville	968	834	1,802	46.2	1,500,000
Rockingham	242	155	397	39.0	636,000
Rocky Mt.	448	400	848	47.1	1,300,000
Salisbury	1,166	676	1,842	36.7	2,099,021
Selma	244	272	516	52.7	50,000
Statesville	844	313	1,157	27.0	1,301,989
Washington	707	807	1,514	53.3	1,283,000
Waynesville	373	72	445	16.1	350,192
Wilson	910	1,007	1,917	52.5	2,042,967

There is no agitation in these towns against local taxation. Many of them have been levying the special tax for twenty years. The percentage of negroes in many of these towns is much larger than in the country districts. No patriotic white citizen of the state can afford to vote his own race into ignorance in order to keep another race in ignorance.

WHY LOCAL TAXATION?

"When the press is free and every man is able to read, all is safe."—THOMAS JEFFERSON.

"The taxation that goes for the upbuilding of the public schools is the very freedom and liberty of the people."—GOVERNOR CHARLES B. AYCOCK.

"Our people must realize that, while it is their duty to pay taxes for the protection of life and property, it is their still higher duty to pay taxes for the education of their children. They must believe that it is the inalienable right of every child to demand and to receive the benefits of an elementary education at least, and that the most profitable investment of the body politic,

measured in dollars and cents, is the tax fund invested in the brains and capabilities of children."—JOHN H. SMALL.

"We must have well-paid teachers and neat, comfortable and well-furnished school houses. How is this most desirable end to be attained? Something else is necessary besides the diminution of school houses and I insist that one of the great *desiderata* in accomplishing this object and without which it can not probably be attained, is increased taxation—*local* taxation in addition to what the state furnishes."—PRESIDENT RICHARD MCILWAIN.

"All the property of the commonwealth is pledged for the education of all its youth up to such a point as

will save them from poverty and vice, and prepare them for the adequate performance of all their social and civic duties. To rob the children of to-day, or those of the future, of the opportunity for an education is, then, the greatest crime of which the state can be guilty."—

CHAS. W. DABNEY.

"It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. The savage pays no tax."—DR. CHARLES D. McIVER.

"The church that through its ministry, and especially in the country, which is always the hope of the nation, lays the hand of encouragement and benediction on the public schools, sees that they are improved where they already exist, sees that they are established where they are not, and teaches the people that they can make no richer investment than in the education of their youth, that no taxes should be more cheerfully paid than those which go to the education of the children, and that no sacrifices are too great that this end be reached, namely, a thorough education for every child in this broad land—that is the church of the years to come."—*Presbyterian Standard*.

LENGTH OF SCHOOL TERM IN THE SOUTH.

Tennessee	96
Mississippi	105

North Carolina	78
Louisiana	120
Arkansas	84
Georgia	112
Alabama	78
Texas	110
Virginia	119
South Carolina	86
Florida	96

LENGTH OF TERM ELSEWHERE.

Maine	141
Missouri	144
Washington	148
Iowa	158
Indiana	152
Michigan	160
Delaware	160
Ohio	165
New York	175
California	166
Massachusetts	189

NOTE: The above figures are taken from Report of U. S. Commissioner of Education, 1901.

EXPENDITURE FOR EACH PUPIL ENROLLED, SOUTH.

Virginia	\$ 9.70
North Carolina	4.56
South Carolina	4.62
Georgia	6.68
Florida	10.25
Tennessee	5.17
Alabama	3.10
Mississippi	6.48
Louisiana	8.82
Texas	10.18
Arkansas	6.88

EXPENDITURE FOR EACH PUPIL ENROLLED, ELSEWHERE.

Maine	\$17.80
Missouri	17.12
Washington	28.25
Iowa	23.65
Indiana	19.12
Michigan	22.21
Delaware	17.93
Ohio	23.33

New York	41.68
California	36.67
Massachusetts	38.21

SCHOOL FUNDS RAISED FOR EACH
ADULT MALE 21 YEARS OLD,
SOUTH.

Virginia	\$ 4.56
North Carolina	2.65
South Carolina	3.37
Georgia	3.95
Florida	5.10
Tennessee	3.71
Alabama	2.66
Mississippi	4.00
Louisiana	3.70
Texas	6.35
Arkansas	4.66

SCHOOL FUNDS RAISED FOR EACH
ADULT MALE 21 YEARS OLD,
ELSEWHERE.

Maine	\$ 8.02
Missouri	8.80
Washington	11.46
Iowa	14.84
Indiana	11.04
Michigan	11.35
Delaware	7.55
Ohio	11.63
New York	17.27
California	13.98
Massachusetts	16.53

TESTIMONY OF EDUCATORS.

On the 13th day of February, 1902, more than forty of the leading educators of North Carolina, including the Governor of the state, met at Raleigh and unanimously declared the following on the subject of local taxation:

"Viewing our educational problems and conditions in the light of educational history and experience, we declare it to be our firm conviction that the next step forward for

North Carolina, in education, is to provide more money for her country public schools, making possible the consolidation of small districts, the professional teacher, and skilled supervision.

"The history of the adoption of the principle of local self help by our thirty-five graded school towns and cities must surely be an inspiration and an example to every village and rural community in North Carolina.

"In adopting this principle, local taxation, those towns secured, first, adequate school funds; second, competent supervision; third, trained teachers. Lacking any one of this educational trinity no community has ever yet succeeded in establishing the means of complete education for its children.

"Remembering that during the last year nearly thirty communities in North Carolina, some of them distinctly rural, have adopted the principle of local taxation, we think this time most auspicious to urge a general movement of all our educational forces in that direction."

PRACTICE OF THE COUNTRY AT
LARGE.

The country at large has adopted the principle of local taxation. This means of providing funds for the public schools has met with the largest approval in the northern and western section of the Union. At this time more than 69 per cent. of all the funds raised in the United

States for the support of public education is raised by *local taxation*. This principle has not received very large recognition in the South as yet. Educational experts agree that the longest step forward in education which the South could now take is to adopt generally the policy of local taxation.

EXTENT OF LOCAL TAXATION.

Towns, cities, districts, and townships in North Carolina that levy a local tax for public schools:

Alamance—Burlington, Graham, Haw River (District), Hawfields (District), Mebane, Friendship (District).

Beaufort — Washington, Bellhaven.

Buncombe—Asheville.

Cabarrus—Concord.

Caldwell—Granite Falls.

Caswell—Pelham.

Catawba—Hickory.

Chowan—Edenton.

Cleveland—Shelby.

Columbus—Chadbourn (Township), Whiteville (Township).

Cherokee—Murphy.

Craven—New Bern.

Cumberland—Hope Mills.

Dare—East Lake (Township), Croatan (Township).

Davidson—Lexington, Thomasville.

Durham—Durham.

Edgecombe—Tarboro.

Forsyth—Winston.

Gaston—Gastonia, Cherryville.

Granville—Oxford.

Guilford — Greensboro, High

Point, Guilford College, nine rural districts.

Halifax—Scotland Neck, Enfield.

Haywood—Waynesville.

Henderson — Hendersonville, Rugby, Hooper's Creek, and four rural districts.

Hyde — Lake Landing (Township), Swan Quarter (District).

Iredell—Statesville.

Johnston—Selma, Wilson's Mills.

Lenoir—Kinston.

Martin—Williamston.

McDowell—Marion.

Mecklenburg—Charlotte, Berryhill, District 2; Steel Creek, District 2; Deweese, District 1.

Moore—Sanford.

Nash—Rocky Mount.

Northampton—Pleasant Hill.

Orange—Chapel Hill.

Polk—Tryon (Township).

Pasquotank—Elizabeth City.

Person—Roxboro.

Pitt—Greenville, Bethel (Township).

Randolph—Ashboro.

Richmond—Rockingham.

Robeson—Bloomington (Township), Sterling (Township).

Rockingham—Reidsville.

Rowan—Salisbury, Woodleaf.

Rutherford—Forest City, Rutherfordton (Township).

Stanly—Albemarle.

Surry—Mt. Airy, Westfield.

Union—Monroe, Wesley Chapel (District), Marshville (District), Mt. Prospect (District).

Vance—Henderson.

Wake—Raleigh.

Wayne—Goldsboro (Township),
Mt. Olive.

Wilkes—Wilkesboro.

Wilson—Wilson, Lecombe.

Yadkin—Cross Roads, East
Bend.

Caswell—Pelham.

Gaston—Cherryville.

Polk—Tryon Township.

Local taxation elections are now
pending in many other communi-
ties.

[NOTE: The above list contains
92 towns, cities, districts, and town-
ships. The list may not be accu-
rate in all respects, but it is approxi-
mately accurate.—EDITOR.]

The following North Carolina
counties have as yet no local tax
elections are pending in many of
them: Alexander, Alleghany, An-
son, Ashe, Bertie, Bladen, Bruns-
wick, Burke, Camden, Carteret,
Chatham, Clay, Currituck, Davie,
Duplin, Franklin, Gates, Graham,
Greene, Harnett, Hertford, Jack-
son, Jones, Lincoln, Macon, Madi-
son, Mitchell, Montgomery, New
Hanover, Onslow, Pamlico, Pen-
der, Perquimans, Sampson, Scot-
land, Stokes, Swain, Transylvania,
Tyrrell, Warren, Washington, Wa-
tauga, Yancey.—45.

LOCAL TAXATION GROWING.

The following are the names of
some North Carolina communities
which voted a local tax for public
schools on May 4, 1903:

Alamance—Friendship, Graham,
Haw River, Mebane, Hawfield.

Rutherford—Rutherfordton town-
ship, Forest City.

Union—Mount Prospect District.

Richmond—Hamlet.

Person—Roxboro.

SCHOOL HOUSES.

SOME FACTS SHOWING THE NECES-
SITY OF BETTER SCHOOL HOUSES.
COMPARISON BETWEEN CHURCH
HOUSES AND SCHOOL HOUSES.
"TOO POOR!" THE WOMAN'S AS-
SOCIATION.

The school house is a shabbily
built board structure, one story
high. The overhead ceiling is not
more than nine feet from the floor.
There is one door in the end of the
house; there are six small windows,
three on either side. There are no
blinds and no curtains. The desks
are home made, with perpendicular
backs and seats, all the same size.
There is a dilapidated wood stove,
but no wood box, the wood for the
fire being piled on the floor about
the stove. The stove is red with
rust and dirt, never having been
polished and cleaned since it was
placed in position for use. The
floor of the house is covered with
red dirt and litter from the wood.
There are several broom-sedge
brooms lying in one corner of the
room. The occupied blackboard-
space in this school house is just 18
square feet. The blackboard there
is, however, is too high for the chil-
dren to use well and it is too small
for anything but a bulletin board.



RURAL SCHOOL, RANDOLPH COUNTY



RURAL SCHOOL, EDGECOMBE COUNTY

There is no teacher's desk or table. There is one chair. The children's hats and cloaks are hung on nails around the room. The walls and windows are covered with dust; never seem to have been washed. All the children's books are soiled and look very much like their surroundings. There are no steps to this school house. An inclined plane of dirt answers that purpose. The yard is very muddy during the winter and the general appearance of the place anything but attractive.

There are two churches within less than two miles of this school house. Both these churches are painted and present a good appearance. One of the houses cost \$1000, the other cost \$700; the cost of each being materially decreased by the work contributed by the people interested in their construction.

The school house described above is the only place where the children of the parents who built those two churches can obtain an education, except the parents send their children to school out of the community.

NOTE: The above is an accurate description of educational conditions in one North Carolina school district. In the county in which this district is situated there are 90 white school districts. There are 25 districts out of the 90 of which the above is substantially correct. There is no reason why this county

should have more than 45 white schools.

NORTH CAROLINA SCHOOL HOUSES.

Twenty out of every 100 of the 5,653 white school districts in North Carolina have a rude log school house or no public school house at all! Think of it! In other words, there are 484 log school houses in as many districts, and 625 districts with no public school houses whatever; in all, 1,109 white districts out of 5,653.

But this does not tell half of the sad story. During the past winter 20 white schools in one county were closed because the miserable school houses could not be made comfortable. In one of the richest counties of the state, fifteen white schools were reported whose lands, houses and equipment were valued at less than \$50 each. In one of the counties of Piedmont North Carolina there are 30 out of 90 white school houses which have no desks. If the children write at all, they must place the materials on their knees. In another Piedmont county, whose total school fund is something more than \$25,000, there are 25 out of 90 school houses which are worth little more than \$50 each, located in out-of-the-way places and amid surroundings anything but elevating. It would be an easy matter to multiply facts like these.

The existence of poor school houses is not wholly due to the poverty of the people. The aver-



RURAL SCHOOL, BUNCOMBE COUNTY

age value of a North Carolina church house is \$1,087. The average value of the school house alongside of these churches is only \$183.

A COMPARISON.

The following table will show the relative value of the churches and the school houses in the several Southern States:

Virginia	\$462	\$2,140
North Carolina..	183	1,087
South Carolina..	201	1,420
Georgia	438	1,174
Florida	415	1,352
Alabama	214	1,125
Mississippi	259	878
Louisiana	742	1,997
Texas	838	1,539
Arkansas	498	861
Tennessee	426	1,724

THE SCHOOL HOUSES OF THE SOUTH.

Below are given the total value of the school buildings and grounds, the number of school houses, and the average value of each in the

several Southern states (Report of U. S. Commissioner of Education, 1901):

Va.	\$3,336,166	7,218	\$462
N. C.	1,466,770	7,264	183
S. C.	990,000	4,918	201
Ga.	2,738,800	6,246	438
Fla.	970,815	2,342	415
Tenn.	3,063,568	7,185	426
Ala.	1,500,000	7,058	214
Miss.	1,636,055	6,687	259
La.	2,450,000	3,302	742
Tex.	9,166,550	10,811	838
Ark.	2,616,537	5,254	498

SCHOOL HOUSES ELSEWHERE.

The figures below are based on Report of U. S. Commissioner of Education, 1901, and show the value of school property, number of houses, and average value of each house in eleven states outside the South:

Ohio .	\$46,182,062	13,174	\$ 3,506
Ind. . .	25,000,000	10,003	2,500
Mich. .	20,404,388	8,066	2,529

Wis. . .	16,574,795	7,179	2,308
Mass. . .	48,979,719	4,058	12,069
Dela. . .	1,043,997	550	1,898
N. Y. . .	87,292,414	11,916	7,326
Maine . .	4,538,018	4,018	1,129
Iowa . .	18,223,749	13,922	1,302
Wash. . .	5,979,557	2,148	2,783
Cal. . .	19,039,167	4,000	4,759

SCHOOL HOUSE LOAN FUND.

The North Carolina Legislature of 1903 passed a law which provides in brief that the \$200,000 swamp land fund now held by the Board of Education shall be loaned to county school boards, the county boards in turn to lend to district schools to aid in building houses, the loans to be for periods of ten years (one-tenth to be repaid each year) and to bear 4 per cent interest. In other words, if the entire \$200,000 should be called for this year, next year one-tenth, or \$20,000, would be returned, with \$8,000 interest, to be in turn loaned again—and so year after year.

This law also provides that all school houses in the future shall be constructed in accordance with plans approved by the State Superintendent of Public Instruction. The fund is a loan fund and not a gift fund, and will be used, as far as possible, to stimulate self help.

This year 400 school houses, costing on an average of \$500, can be built by means of this fund alone. Next year 40 more houses can be built. As the interest accrues and the fund increases the number of school houses that can be erected

each year will increase in proportion.

“TOO POOR.”

The record of the United States for 1902: \$250,000,000 for schools, \$330,000,000 for churches and charity, and \$1,369,098,276 for drink! Think of it! Nearly three times more money was spent in this country last year for drink than was spent for schools and churches! An average of \$17.33 per capita for drink alone—alcohol, coffee, tea, cocoa! If all the people of the state would stop their drink bills just 365 days and give the drink money to the schools, educational and religious work could be revolutionized within the next year.

CHURCH AND SCHOOL PROPERTY.

The total value of the white public school property in North Carolina on June 30, 1902, was \$1,163,661. The total value of the colored public school property was \$303,109. The total value of the church property in North Carolina, ten years ago, was \$7,077,440, which means that the total value of church property in North Carolina to-day is nearly \$9,000,000. It is as necessary for a civilized community to have a decent school house as it is for that community to have a decent church. If a respectable church in a community makes for law and order, it must be that a respectable school house, in which the morals and the destiny of children is fixed, must be a paying invest-

ment. Churches will not long endure in a civilization that does not build decent school houses.

THE WOMAN'S ASSOCIATION.

BRIEF HISTORY OF THE ORGANIZATION. SOME REPORTS OF GREAT VALUE.

The North Carolina Woman's Association for the Promotion of Better School Houses was organized in the State Normal and Industrial College, at Greensboro, on April 3, 1902. The College Association soon began to organize associations in the several counties; 20 counties now have good organizations. The *Youth's Companion* has taken an active interest in the work of the Association, and furnishes pictures as premiums to those schools which take steps toward beautifying their houses and grounds. The plan of organization is simple, and contemplates interesting the women of each community in beautifying the local school house and grounds. The women pay no dues. Service only is required. Men may join by paying an annual fee of one dollar.

TELLING WORK.

The following is the report of the officers of the Forsyth County Association for the Promotion of Better School Houses, from November 20 to December 20, 1902:

When the officers of the Women's Forsyth County Association for the

Improvement of Public Schools began work they found that Forsyth had seventy schools, eight thousand school children, only four thousand attended school, and of that number only three thousand attended regularly. Six schools, one of them colored, had libraries; one had pictures on the walls; three had maps; one had introduced manual training and was struggling almost hopelessly to raise funds to continue the work. All of the school houses except four were good and most of them were new. The majority of the teachers were doing faithful work, and when the average attendance is small the fault seems to be largely due to ignorant parents and indifferent committeemen. From November 20th to December 20th the ladies have driven 225 miles, visited 34 schools, attended teachers' institutes, and talked with parents, teachers, committeemen and children, trying to impress upon all the necessity for libraries, clean school houses with pictures on the walls, and neat grounds. They have recommended that windows be washed and stoves polished; that door-mats be provided so muddy little feet would not transform school floors into real estate; that wood boxes hold the stove wood; and that papers and lunch boxes be burned instead of being thrown out of doors.

They have endeavored by every means in their power to interest committeemen and parents in the schools in their charge, and have

succeeded beyond their expectations. Of the thirty-four schools, thirty-two have promised to improve house and grounds and so win the set of *Youth's Companion* pictures given by that paper to every school so doing. In a recent letter from the editors it is very gratifying to read:

"We are hearing every day from schools where you have visited. The teachers tell us of their interest in the movement, and the energy with which they propose to go at the work of improvement. All teachers who have thus written have received pictures."

Twenty-one of the thirty-four schools have promised to work for libraries, eight having already sent in their money, while the others hope to raise the necessary amount soon after the Christmas holidays. Mr. Robert C. Ogden has presented a set of Perry pictures to each of the seventy schools, and, in addition, has sent forty pictures to be given as prizes to the teachers raising money for a library.

The officers have been deeply touched by the many invitations they have received from teachers and committeemen to visit schools, and are greatly encouraged by the increasing number of people who come to meet them on their school visits.

As some of the schools had no names, the Board of Education gave the ladies the privilege of remedying such a state of affairs, and three

schools have been christened: "The Robert C. Ogden," "The Perry Mason," and "The Katherine Clark."

The plan of work is as simple as it is systematic: The county is divided into townships, each school in the township is visited, its needs and possibilities discussed with teachers, parents and committeemen, a complete record is made of the number of scholars, average attendance, condition of house and grounds. When extra work has been done by teachers and pupils to improve existing conditions special note is made of it. A full report is then published in the local papers, copies being sent to all interested. This has been of great advantage, as teachers take pride in having good reports, and, in addition, it keeps the county in touch with the schools and the work of the association.

So satisfactorily has the work progressed that by another year the officers can turn it over to others, and begin similar work in one of the nearby mountain counties.

MRS. LINDSAY PATTERSON, *Pres.*,

MRS. EUGENE EBERT, *Vice-Pres.*

BETTER SCHOOL HOUSES.

WHAT ONE NORTH CAROLINA
TEACHER DID DURING HER LAST
SUMMER VACATION IN EASTERN
NORTH CAROLINA.

Last summer, at a meeting of the Woman's Association for the Betterment of Public School Houses in North Carolina, I was one of ten

who promised to devote as much time as I could to work in this great field. For the benefit of those who may be anxious to work, but do not know just how and where to begin, I will relate some of my experiences.

That was just my trouble. I spent two weeks wondering where to start and how to start, and at the end of that time I found myself still wondering. I had thought the Teachers' Institute would be a good point at which to begin, and so it would have been, but there was none to be held in my own or adjoining counties. I then went to see my county superintendent. He was new in the work and could give me very little information concerning school locations or conditions. He was interested, however, and gave me the number of schools in each township, the names of the school committeemen and of the registered teachers in the county. I sent pamphlets concerning our work to all those teachers, and wrote to the committeemen, and to the superintendents of two other counties, telling them what I desired to do and asking for information and suggestions. I received replies to six of the fifty letters written, and those contained no definite information.

I concluded that I must get out among the people and know them and talk to them. I pressed one of my brothers into service and we took to the country, almost as truly explorers as those of the early days, for neither of us knew a foot of the

road on which we started. After getting lost and found again, and making many inquiries, we reached the home of a gentleman of broad intelligence, who was well informed on the conditions of the schools in his own and neighboring communities. He was much interested in our undertaking, and gave me just the information I needed: the names of all the school houses in his township and those of prominent ladies in each neighborhood. He also made for me a map of the country and neighborhood roads.

We went from home to home, visiting every home in that district. I talked to the ladies about what I had undertaken, and invited them to meet me a week later at the school house to discuss the matter further and to organize for work. I told them that it was the women I wanted especially, but that the men and children might come if they desired to do so.

The day for the first meeting was the fifth of July, and a very hot one, but more than twenty people were there. We formed a branch Association, and before school opened that school house was ceiled and the seats were worked over and made much more comfortable and presentable.

Soon after this there was a meeting of the county board of education. Some of the school committeemen and the county superintendent invited me to meet with them. I did so, and when I told them of

the Woman's Association for the Betterment of Public School Houses, they were intensely interested, and were eager to assist in any possible way. They told me of gatherings of different kinds to be held in their neighborhoods, planned for me to get to those meetings, and tried to prepare and interest the people in every way they could.

After this I attended every school closing, every picnic, quarterly meeting, baseball game and gathering of any kind that I could hear of and could reach. I would mingle among the people all day, talking to them singly and in groups, and generally managed to say a few words to the whole gathering before it dispersed. At the close of one baseball game I organized six branch associations, representing two counties and several townships. I went to several meetings by special appointment, and was both embarrassed and frightened on the way by finding my name posted quite publicly on trees and houses as a lecturer.

But my fright left me when I met the people. I felt that I was certainly doing nothing unwomanly when I sat in some school house, with women and children gathered close around me, and planned means by which that house could be made more comfortable and attractive; or, if the crowd was larger, stood out in front under the trees and discussed with the fathers as well as

the mothers the importance of having the school house attractive, the great need of an education to everyone, and the obligations resting upon them to give their children the best possible advantages.

Yes, we discussed such questions. I made no set speeches. I talked and the people talked, one questioning and the other answering, but we always wound up with a branch Association. The county superintendents went with me to several places, and in every way showed much interest in the work. Of course we met all classes and conditions of people, but when they understood they were always responsive.

We must get out among the people, meet them, and talk to them face to face. Let them see that we are in earnest, help them to see their needs, reason with them and prove to them that we want to work with them for the general uplift of the whole people. And, best of all, learn from them. We must not treat them in any patronizing way. We must use tact and judgment and love. We can thus arouse and set in motion mighty forces throughout the length and breadth of our grand old State.

LEAH D. JONES.

RURAL SCHOOL LIBRARIES.

THE NORTH CAROLINA RURAL SCHOOL LIBRARY LAW OF 1901. LIBRARIES ESTABLISHED. THE AMENDED LAW OF 1903. RESULTS.

"Whenever the patrons and

friends of any free public school shall raise by private subscription and tender to the county superintendent of schools, for the establishment of a library to be connected with said school, the sum of ten dollars, the county board of education shall appropriate from the money belonging to that school district asking for the library, the sum of ten dollars for this purpose, and shall appoint one intelligent person in the school district the manager of said library. The county board of education shall also appoint one competent person, well versed in books, to select the books for such libraries as may be established under the provisions of this act.

"As soon as the county board of education of any county shall have made an appropriation for a library in the manner prescribed, the county superintendent of schools shall inform the secretary of the state board of education of the fact, whereupon the said state board of education shall remit the county superintendent of schools the sum of ten dollars for the purchase of books for the said library. Upon receipt of this money, the county superintendent of schools shall turn over to the person appointed to select books, the amounts secured by private subscription, by appropriation from the county board of education, and by appropriation from the state board of education."

The above act also provided that the sum to be thus expended by

the state be limited to \$5,000 and that the number of libraries be limited to six in each county. In one year after the passage of the act 355 libraries were established, in 78 of the 96 counties of the state, at an expenditure of \$3,550 by the state and \$7,100 by the counties and local communities, making a total expenditure of \$10,650.

The legislature of 1903 appropriated \$5,000 for six additional libraries in each county and added \$2,500 with which to buy additional books for the 355 libraries already established. The \$2,500 already appropriated for replenishing the old libraries will be expended as follows: The local community raises \$5, the county board of education then gives \$5 more, and the state adds \$5, making a net sum of \$15, with which to add books to the already established libraries.

Each rural library must be conducted under rules and regulations prescribed by the state superintendent of public instruction. This prevents loss of books and the destruction of the library. The North Carolina Literary and Historical Society has been a potent factor in bringing about the passage of the law and in securing the establishment of libraries.

EFFECT OF A RURAL LIBRARY.

Public School No. 2, Locke township, Rowan County, closed a four months' term on March 10th. During the term the pupils and patrons of that small school read 580 books.

Children who were indifferent and not heretofore interested in the school made rapid progress this year owing to the influence of the rural library established there last fall.

"If we can get a good building for every school and a good library in every building, we shall have a substantial and enduring basis for our educational revival in North Carolina. Whatever other districts may do or may not do, kind reader, see to it that your school district gets these two advantages. There is no more simple and feasible way of promoting the intelligence and prosperity of your neighborhood."
—*Progressive Farmer*.

A good school means a good school house, a trained teacher, a library of good books, and children who attend regularly. A school can not be good if it lack any of these.

TEACHERS.

TEACHERS' TRAINING AND TEACHERS' SALARIES. SOME MORE EDUCATIONAL WASTE.

"Can not something be done to make good teachers better and incompetent ones less incompetent? Can not something be done to promote the progress and to diminish the dangers of all our schools?"—
HORACE MANN.

If the aldermen of a city or a town should employ an engineer to

build a bridge and should spend the people's money in paying that engineer, and it should afterwards turn out that the bridge was worthless and that the so-called engineer was no engineer after all, what would the people say? They would say that it was the duty of the aldermen to have employed a real, a trained engineer, so that their money would not have been wasted. Is it not as important to employ a trained expert to deal with immortal souls as it is to employ a trained man to build a bridge?

The following toast was recently proposed at a social gathering by a New York teacher, and can be found in the March *World's Work*: "Here's health to us; the rag-tag and bobtail of the learned professions; beloved by children; tolerated by youth; forgotten by maturity; considered municipally, financially and socially as good enough for what is left." But the "rag-tag and bobtail of the learned professions" are teaching the next generation! They can easily be dispensed with when the public conscience demands it.

NECESSITY OF TRAINING FOR TEACHING.

(Horace Mann.)

How often have we sneered at *Dogberry* in the play, because he holds that to read and write comes by nature; when we ourselves have undertaken to teach or have em-

ployed teachers whose only fitness for giving instruction, not only in reading and writing, *but in all other things*, has come by nature, if it has come at all;—that is in exact accordance with *Dogberry's* philosophy.

No one has ever supposed that an individual could build up a material temple and give it strength and convenience and fair proportions without first mastering the architectural art; but we have employed thousands of teachers for our children, to build up the immortal temple of the spirit, who have never given to this divine educational art a day or an hour of preliminary study or attention.

Why can not we derive instruction even from the folly of those wandering showmen who spend a lifetime teaching brute animals to perform wonderful feats? We have all seen, or at least we have heard of, some learned horse, or learned pig, or learned dog. Though the superiority over their fellows possessed by these brute prodigies may have been owing in some degree to the possession of greater natural parts, yet it must be mainly attributed to the higher competency of their instructor. Their leader had acquired a deeper insight into their natures; his sagacious practice had discovered the means by which their talents could be unfolded and brought out.

WHOSOEVER WILL MAY TEACH.

There can be no teaching profes-

sion without special training, adequate salaries, and permanent tenure. The public conscience must realize that it is just as great waste to employ untrained men and women to teach children as it is to employ untrained men to build bridges and construct roads. Mere "keeping school" as a stepping-stone to some other occupation will cease, then, only when the people demand something more of those who teach their children than mere book knowledge. And such teachers will, of course, not work for less per year than it takes to feed a criminal in the county jail!

Adequate salaries will go far toward inducing the best men and women to enter upon the business of teaching and will be a powerful incentive to such men and women to remain teachers. But some additional means will have to be devised by the State to make the teachers' tenure of office more permanent. Much could be done in that direction by making it more difficult than it now is to obtain employment to teach children. At present the invitation to enter upon teaching is almost as broad as the "whosoever will" of the Gospel call, and the inducement to quit as imperative as the pangs of hunger can make it.

TEACHERS' SALARIES AND INCOMPETENTS.

"Penuriousness in providing for the maintenance of public schools is responsible in large measure for

the incompetents that are so often found in the teacher class. Adequate salaries are the remedy for this condition. Good, liberal pay will secure good, effective teachers, while niggardly and parsimonious compensation secured the opposite kind, with an unhealthy and poorly taught lot of pupils as the resultant."—*Chattanooga Times*.

THE SELF-SACRIFICE OF THE TEACHER.

"There is in some places, a heroically strong spirit, which is pushing the work of teaching upward in spite of all the circumstances which would seem to make it impossible; it is a spirit that leads some men and women to remain at work, not only admitting that they are in the rag-tag and bobtail of the professions, but in fact because they are in the rag-tag and bobtail—because that is where there is at this moment the greatest need for them. If teaching is moving one little barley-corn toward the front, it is because of the work of such as these looking beyond the common regard of communities to the real satisfaction, the authentic, legitimate, incorruptible content of rendering a service inferior to none. That it does not move forward faster seems due to the community. Wherever a teacher is ashamed to be known as such, you will find that what passes as the best society of the place is chiefly to blame. This fact suggests the unique opportunity for such citizens of wealth or position as are looking

for chances of real service. Pick out one public school. Add a little to the monthly pay of every one within it; but above all go to the teachers and tell them you for one respect them for their work. It is only by realizing that their devotion to a profession that requires self-sacrifice is recognized for what it is, that the teacher can labor single-heartedly in these days of insufficient recompense." — WILLIAM McANDREW, in March *World's Work*.

THE GERMAN BOY'S TEACHER.

No one can be employed in Germany as an elementary school-teacher, unless that person holds a state teachers' certificate acquired in a state examination, after studying four, sometimes six, years at a normal training school. And no one can get a position as teacher in a high school who is not a graduate of a German university, or who has had university training and normal training combined.

The Germans have made it difficult to become a teacher. But just that is what has made teaching a profession in the Fatherland.

AVERAGE MONTHLY SALARY OF NORTH CAROLINA WHITE TEACHERS. 1886—1902.

	MEN	WOMEN
1886	\$26.23	\$23.77
1887	25.10	23.30
1888	25.68	22.82
1890	25.80	22.95
1891	25.03	23.11
1892	26.20	25.72
1893	26.46	23.37
1894	25.53	23.08

1895	24.87	22.39
1896	24.75	21.64
1897	23.21	20.81
1898	24.66	22.96
1899	26.33	23.65
1900	26.18	23.41
1901	26.92	23.87
1902	28.60	24.97

MORE EDUCATIONAL WASTE.

There are at least 8,000 country public school teachers in North Carolina. This body of teachers almost entirely changes about every four years. This must mean that 2,000 new and wholly untrained teachers begin each year the work of attempting to train the immortal minds of North Carolina children. It also means that as soon as these teachers get a little experience and begin to be worth their salaries they leave the calling forever to engage in something more profitable.

The State, when it employs untrained teachers, must expect, therefore, to pay for their training after they begin work. But that is too dear an experiment, and one that must be repeated in toto every four years.

How much is an untrained carpenter worth? How much is a city boy worth on a cotton farm for the first summer, at least? Everybody knows the untrained man in all occupations is worth but little till he learns how to do his work.

Pertinently, therefore, may the question be asked: how much are the 2,000 new, untrained teachers that the State employs each year worth? If the rule holds in teaching as in other occupations, they are

worth very little. Think of it! Two thousand teachers at \$25 for four months is \$200,000!

It is not overstating the matter to say that it would be far better for the State to spend at least \$100,000 a year to train its teachers. They could do more work with even the most elementary training in two months than they could do in four months without it. As it is, the State is wasting at least \$200,000 each year. Is it not high time for somebody to lead the fight against this waste of the children's money?

DECLARATION AGAINST
ILLITERACY.

ADDRESS TO THE PEOPLE OF NORTH CAROLINA, BY CONFERENCE OF EDUCATORS, HELD IN THE GOVERNOR'S OFFICE, IN RALEIGH, FEB. 13, 1902. THE NAMES OF THE SIGNERS.

Profoundly convinced of the prophetic wisdom of the declaration of the Fathers, made at Halifax, in 1776, that "religion, morality, and knowledge being necessary to good government, schools and the means for education shall be forever encouraged;" and cognizant of the full meaning of that recent constitutional enactment which debars from the privilege of the suffrage, after 1908, all persons who can not read and write; and relying on the patriotism and foresight of North Carolinians to deal with a great question which vitally concerns the material and social welfare of themselves

and their posterity, we, in an educational conference assembled in the city of Raleigh, this February 13, 1902, are moved to make the following declaration of educational facts and principles:

1. To-day, more fully than at any other time in our past history, do North Carolinians recognize the overshadowing necessity of universal education in the solution of those problems which a free government must solve in perpetuating its existence.

2. No free government has ever found any adequate means of universal education except in free public schools, open to all, supported by the taxes of all its citizens, where every child, regardless of condition in life or circumstances of fortune, may receive that opportunity for training into social service which the constitutions of this and other great states and the age demand.

3. We realize that our State has reached the constitutional limit of taxation for the rural schools, that she has made extra appropriations to lengthen the term of these schools to eighty days in the year. We realize, too, that the four months term now provided is inadequate, for the reason that more than 20,000,000 children of school age in the United States outside of North Carolina are now provided an average of 145 days of school out of every 365; that the teachers of these children are paid an average salary of \$48 a month, while the teachers

of the children of North Carolina are paid hardly \$25 a month, thus securing for all the children of our sister states more efficient training for the duties of life. And we realize that, according to the latest census report and the report of the United States Commissioner of Education, for every man, woman and child of its population, the country at large is spending \$2.83 for the education of its children, while North Carolina is spending barely 67 cents; that the country at large is spending on an average of \$20.29 for every pupil enrolled in its public schools, while North Carolina is spending only \$3 or \$4, the smallest amount expended by any state in the Union. And still further do we realize that the average amount spent for every child of school age in the United States is approximately \$9.50, while North Carolina is spending \$1.78.

These facts should arouse our pride and our patriotism, and lead us to inquire whether the future will not hold this generation responsible for the perpetuation of conditions that have resulted in the multiplicity of small school districts, inferior school houses, poorly paid teachers, and necessarily poor teaching; that have resulted in twenty white illiterates out of every 100 white population over ten years of age; in generally poor and poorly paid supervision of the expenditure of our meagre school funds and of the teaching done in our schools;

and, finally, in that educational indifference which is the chief cause of the small average daily attendance of about 50 pupils out of every 100 enrolled in our public schools.

We believe the future will hold us responsible for the perpetuation of these unfavorable conditions, and, therefore, we conceive it to be the patriotic, moral and religious duty of this generation of North Carolinians to set about in earnest to find the means by which all our children can receive that education which will give them equal opportunities with the children of other sections of our common country.

4. Viewing our educational problems and conditions in the light of educational history and experience, we declare it to be our firm conviction that the next step forward for North Carolina, in education, is to provide more money for her country public schools, making possible the consolidation of small school districts, the professional teacher, and skilled supervision of the expenditure of all school funds and of the teaching done in the schools.

The history of the adoption of the principle of local self-help by our 35 graded school towns and cities must surely be an inspiration and an example to every village and rural community in North Carolina. Those towns and cities have adopted the only means at hand for the adequate education of their children. In adopting this princi-

ple, local taxation, they secured, first, adequate school funds; second, competent supervision; third, skilled teachers. Lacking any one of this educational trinity, no community has ever yet succeeded in establishing the means of complete education for its children.

Those 35 towns and cities within our borders have followed the lead of other sections of the United States in adopting first the means of education, local taxation. The fact that 69 per cent. of the total school fund of this Union is now raised by local taxes, while North Carolina raises only 14 per cent. of her funds by that means, and lags behind all her sister states in every phase of public education, has both its lesson and its warning.

5. Remembering that in the last year nearly thirty communities in North Carolina, some of them distinctly rural, have adopted the principle of local taxation for schools, we think this time most auspicious to urge a general movement of all our patriotic North Carolinians, men and women, who love their State, and especially that part of their State which is worth more than all its timber, lands, mines, and manufacturing plants, to band themselves together under the leadership of our "Educational Governor" and the State Superintendent of Public Instruction, aided by the Southern Education Board, to carry forward the work of local taxation and better schools, to the

end that every child within our borders may have the opportunity to fit himself for the duties of citizenship and social service.

And, finally, heartily believing in the Christlikeness of this work of bringing universal education to all the children of North Carolina, we confidently rely on the full co-operation of all the churches of the State, whose work is so near the hearts of all the people, and, therefore appeal to the pulpit to inculcate the supreme duty of universal education.

CHARLES B. AYCOCK, Governor of North Carolina.

T. F. TOON, Superintendent of Public Instruction.

JOHN DUCKETT.

CHARLES D. McIVER, President State Normal and Industrial College.

F. P. VENABLE, President University of North Carolina.

GEORGE T. WINSTON, President of College of Agr. and Mechanic Arts.

CHARLES E. TAYLOR, President Wake Forest College.

EDWIN MIMS, Trinity College.

HENRY LOUIS SMITH, President Davidson College.

CHAS. H. MEBANE, President Catawba College.

J. O. ATKINSON, Elon College.

T. D. BRATTON, President St. Mary's College.

R. T. VANN, President Baptist Female University.

L. L. HOBBS, President Guilford College.

C. G. VARDELL, President Red Springs Seminary.

J. B. CARLYLE, Wake Forest College.

J. L. KESLER, Baptist Female University.

J. Y. JOYNER, The State Normal and Industrial College.

D. H. HILL, College of Agriculture and Mechanic Arts.

L. W. CRAWFORD, JR., Rutherford College.

J. I. FOUST, The State Normal and Industrial College.

M. C. S. NOBLE, University of North Carolina.

HENRY JEROME STOCKARD, Peace Institute.

E. P. HOBGOOD, President Oxford Seminary.

ROBERT BINGHAM, Bingham School.

J. A. HOLT, Oak Ridge Institute.

HUGH MORSON, Raleigh Male Academy.

D. MATT THOMPSON, Superintendent of Statesville Public Schools.

C. L. COON, Superintendent Salisbury Public Schools.

E. P. MOSES, Superintendent Raleigh Public Schools.

R. J. TICHE, Superintendent Asheville Public Schools.

T. R. FOUST, Superintendent Goldsboro Public Schools.

E. P. MANGUM, Superintendent Wilson Public Schools.

E. C. BROOKS, Superintendent Monroe Public Schools.

ALEXANDER GRAHAM, Superintendent Charlotte Public Schools.

FRANK H. CURTISS, Superintendent Burlington Public Schools.

HARRY HOWELL, Superintendent Washington Public Schools.

W. D. CARMICHAEL, Durham Public Schools.

W. S. LONG, County Superintendent of Alamance.

J. A. ANTHONY, County Superintendent of Cleveland.

J. A. BUTLER, County Superintendent of Iredell.

J. E. RAY, Supt. of the School for the Deaf, Dumb and Blind.

E. MCK. GOODWIN, Supt. of the North Carolina School for the Deaf.

A CAMPAIGN ORGANIZATION.

The men whose names are signed to the foregoing Declaration against Illiteracy, issued a year ago last February, organized themselves into an Association for the Promotion of Public Education in North Carolina. They appointed a committee, of which President Charles E. Taylor, of Wake Forest College, was chairman, to send a copy of the declaration to every clergyman in North Carolina, requesting him to preach a sermon once a year on the

duty of the people to strengthen their public educational system. Another committee, consisting of State Superintendent J. Y. Joyner and others, was appointed to furnish educational matter to the editors of the State. A copy of the declaration was placed in the hands of every college student in North Carolina.

To carry out the purposes of this declaration and to direct a systematic educational campaign in all portions of the State, an executive committee was appointed. This committee consists of State Superintendent J. Y. Joyner, Governor Charles B. Aycock, and President Charles D. McIver, District Director of the Southern Education Board, through whom the travelling expenses of speakers have been paid. This committee appointed a secretary last summer to arrange dates and direct the movements of forty or fifty speakers. Among the campaigners were leading educators, political leaders, clergymen, editors, and others. This campaign was continued to some extent even through the past winter, and will be prosecuted with renewed vigor during the months of May, June, July, August and September of this year.

Any community in North Carolina disposed to agitate the question of local taxation, consolidation of school districts, or the improvement of school houses, can, by writing to Hon. J. Y. Joyner, or to Prof. E. C. Brooks, secretary to the committee,

Raleigh, N. C., secure without cost the service of one or more effective campaigners.

LOCAL TAXATION.

SECTION 72 OF THE NORTH CAROLINA SCHOOL LAW.

Special school tax districts may be formed by the County Board of Education in any county without regard to township lines under the following conditions: Upon a petition of one-fourth of the free holders within the proposed special school district, endorsed by the County Board of Education, the Board of County Commissioners, after thirty days' notice at the court house door and three other public places in the proposed district, shall hold an election to ascertain the will of the people within the proposed special school district whether there shall be levied in said district a special annual tax of not more than thirty cents on the one hundred dollars valuation of property, and ninety cents on the poll, to supplement the Public School Fund, which may be apportioned to said district by the County Board of Education in case such special tax is voted. Said election shall be held in the said district under the law governing general elections as near as may be. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words, "For Special Tax," and those who are opposed shall vote a

ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at said election is in favor of said tax the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All money levied under the provisions of this act shall, upon collection, be placed to the credit of the School Committee in said district, which committee shall be appointed by the County Board of Education; and the said School Committee shall apportion the money among the schools in said district in such manner as in their judgment shall equalize school facilities.

"We want men who feel a sentiment, a consciousness of brotherhood for the whole human race. We want men who will instruct the ignorant, not delude them; who will succor the weak, not prey upon them."—HORACE MANN.

ESSENTIALS OF THE CAMPAIGN.

(1.) Better school houses. To be obtained by local gifts and taxes met half-way by funds derived from the swamp-lands.

(2.) Elimination of weak districts. The school system of North Carolina is paralyzed and has been for years, not more by poverty than by foolish and wanton creation of districts that serve only to sap the system's life-blood. Heroic meas-

ures will now be required to cut off these districts. But they must be cut off. Some teachers will lose, but the cause of education will gain. Some pupils will have to walk farther, but the large majority will go farther into the process that makes for education.

(3.) The system must be "brought together." It is now incoherent. Control is not definite. Authority seems to be lacking. The State Superintendent should have more power. If he should be given such power as would enable him to see to it that the schools are well conducted at every point, we should not object. He is in the relation of active head and director of a great institution or enterprise.

(4.) Local taxation should be voted wherever possible. Leading men in every township should take a hand in this good work right now.

(5.) Finally, and not least important, active measures should be devised to educate every boy and girl in the State.—*Biblical Recorder*.

THE WORDS OF A STATESMAN.

"I look upon the education of the children of the South as the first great work to engage the time and thought and labors of every lover of his country and his kind.

"I am grateful for the help of the people of the North, but all the work must be done by the men and women of the South. We under-

stand the conditions better and can deal with them more wisely than strangers. But our people themselves must be taught to deal with these conditions in a spirit of fairness and broad statesmanship. We have two races living in the South. These races are distinct, and must remain so, and yet *they must* live here together. My judgment is that it is better for both that each be educated and trained and elevated to the highest state of citizenship of which it is capable.

"It is also my judgment that the church and the school house are the best agencies for making good citizens. If these agencies can not help us in solving the race problem, then indeed we have a hopeless task on our hands. But, thank God, I am a man of faith. I believe in God and in my fellow-men, and I believe the people of the South can solve all problems presented to them if they will cleave to the church and the school house; and that, too, in a manner which shall make them and their section a power for good in the world." — EX-GOVERNOR THOMAS J. JARVIS.

RECENT SCHOOL LEGISLATION.

The North Carolina legislature which adjourned March 10th enacted many laws that will have a salutary effect on the public school interests of the state. The building of all school houses is now in charge of the county boards of edu-

cation and the state superintendent, and not in the hands of local committeemen, as heretofore. The old method of apportioning the school funds to the townships according to school population resulted in a very unequal school term in different parts of many counties. Hereafter a portion of the county school fund must be reserved for the purpose of remedying this inequality. In counties having a school fund of more than \$15,000, the county boards of education may now employ a county superintendent for his entire time at such salary as they may deem reasonable and just. Heretofore no county could spend more than four per cent. of its school funds for supervision. Two hundred dollars, instead of one hundred, may now be spent by each county out of its general fund for teachers' institutes and summer schools.

The amounts that may be set aside from the school fund for building school houses are limited to twenty per cent. of the total fund, where the fund does not exceed five thousand dollars; sixteen per cent. where it does not exceed ten thousand; ten per cent. where it does not exceed twenty-five thousand dollars; and seven and one-half per cent. where it exceeds twenty-five thousand dollars. Heretofore as much as twenty-five per cent. of the total school fund of any county could be used annually for building new houses.

Finally, thirty-four towns and

rural districts were granted special graded school charters and given the privilege of voting and collecting local taxes to supplement their ordinary school funds.

THE FIELD.

INTERESTING ITEMS OF EDUCATIONAL NEWS HAPPENINGS THROUGHOUT THE SOUTH.

The educational column of the *La Fourche (La.) Comet*, of April 23, contains the following:

"In view of the impetus given to education through the medium of the public schools and school boards, we urge the police jury to pay more attention to it, and appropriate more largely in its behalf. To curtail other expenditures and give the public schools the benefit thereof, and thus enable the school board to employ this additional revenue to this laudable purpose, and to pay competent salaries therefor, would redound to the future welfare of our parish and the children.

"We think, with the aid of the officials and all public-spirited men and women, the time is now ripe to inspire a sentiment among our people for a public school which would educate both arms and legs for some trade or calling, and at the same time carry with this education that of mental training, thereby equipping the children for all conditions of life."

Miss Battle, secretary of the United Charities of Nashville, Tennessee, recently declared:

"There are, at a fair minimum estimate, 2,000 children here in Nashville whose parents, indifferent to their education, make no effort to keep them in school, and indifferent alike to other advantages, allow them to run idly the streets. How are we to plead the cause of such children? Can we, except through legislation?"

The Federation of Women's Clubs, of South Carolina, in convention at Columbia, on April 23, passed a resolution favoring the establishment of an industrial reformatory in South Carolina, and appointed a committee consisting of Miss McClintock, Miss Louisa Poppenheim, of Charleston, Mrs. M. F. Ansell, of Greenville, Mrs. Ira B. Jones, of Lancaster, and Mrs. Thompson, of Rock Hill, together with the president of the Federation, to take the matter in charge and further the enterprise.

Williamsburg County, South Carolina, has established a county high school in connection with the public graded school at Kingstree. The town of Kingstree has voted bonds to the amount of \$7,000 with which to build and equip a new school building.

The University of Georgia Summer School will be held at Athens from July 1 to August 9. Eighty instructors have been engaged, as well as twenty-two evening lectures and entertainments provided for. The

school will offer sixty courses of study.

The Utica Normal and Industrial School, at Utica, Mississippi, closed its first year's work on April 26. This is a negro school, of which the Utica correspondent of the New Orleans *Picayune* speaks as follows: "This school was started six months ago by Prof. W. H. Haltzclaw and his wife, who are graduates of Booker T. Washington's School at Tuskegee, Ala. They started without one cent. The school now owns forty acres of land, valued, with the buildings, at \$4,000. It has 225 students and seven instructors. It has one large frame building, erected by the students, containing eleven rooms and a large chapel hall. More than \$3,000 has been collected during this year and expended on buildings and for teachers' salaries. The institution is undenominational, but thoroughly Christian in its teachings. For the present, six industries will be taught the pupils in connection with a thorough academic course. Prof. Haltzclaw and wife are among the very best of negroes, splendidly educated, and are worthy of any assistance in their efforts to build up an industrial college."

On Sunday, April 26, at Youngsville, Lafayette Parish, Louisiana, an education campaign was inaugurated. Father Roguet, pastor of

the Catholic Church at Youngsville, was the principal speaker. Petitions were circulated and signed by many citizens, asking for a special local tax to be levied in Lafayette parish.

The County Court of Roane County, Tennessee, recently voted to levy a tax of five cents on the hundred dollars' worth of property for the purpose of establishing a county high school at Kingston.

The educational campaign for Northern Louisiana will be opened at Bastrop on May 14th.

Some of the public school teachers and others of Greenville, Alabama, have started a free night school for those children of that community who have to work during the day.

There is good prospect that the public school board of Richmond, Virginia, will establish a free kindergarten in each school district of that city at the opening of the public schools next September. There is probability, also, that manual training will be introduced into all the schools of Richmond at an early date.

The town of Marion, South Carolina, has raised by private subscription \$6,000 as an endowment for the public library of Marion.

Acadia Parish, Louisiana, on April 27th voted a special school tax of five mills for ten years.

By a special act of the North Carolina legislature of 1903 the county commissioners of Macon County have ordered an election to be held in that county on the 30th day of May to determine whether or not all children in that county between the ages of 8 and 16 shall be compelled to attend the public schools at least three-fourths of the period of the annual school term.

Mount Prospect District, Union County, North Carolina, on May 4th voted a special school tax. The trustees will begin, at once, the erection of a good school house. The school will be operated under a special charter granted by the North Carolina Legislature of 1903. The total number of registered voters in the district was 59, 48 of whom voted in the school election. There were 38 votes cast for the schools and 10 against them.

At the special election held in the Wesley Chapel graded school district, Union County, North Carolina, on May 4th, the question of the enlargement of the district by the admission of two adjoining districts was carried by a vote of 32 to 8.

On May 4th, 1903, the town of Hamlet, North Carolina, voted to

issue \$5,000 worth of bonds for the erection of a public school building in that town.

The people of Jonesville, Lee County, Virginia, contemplate the creation of a school district about two miles square, embracing the town of Jonesville, and levying a special school tax sufficient to run a public free school in the district nine months in the year.

The North Carolina Woman's Association for the Betterment of Public School Houses in North Carolina held a meeting at Greensboro on May 5th. There were present a number of county superintendents, as well as members of the Association. The President, Miss Laura Kirby, of Goldsboro, presided. Reports were made by Miss Leah Jones, of the State Normal and Industrial College, and by Mrs. W. R. Hollowell, of Wayne County. Miss Jones reported a number of instances where school buildings and grounds have been greatly improved and beautified by women in the communities visited by her during the summer vacation of 1902. Miss Hollowell, who is president of the Wayne County Association, reported that her Association now has fifteen traveling libraries, which were sent from school to school throughout the county. Gradually the Association is organizing in each public school district throughout the State, and it

is thought that at no distant date every school district in North Carolina will have a Woman's Association for the betterment of its public school houses.

The summer school of the Agricultural and Mechanical College, Raleigh, North Carolina, will be held July 1st to August 1st, 1903. Dr. George T. Winston is president. Superintendent E. P. Moses, of Raleigh, has charge of the normal department, and Mr. Charles J. Parker, of Raleigh, is secretary and business manager. Special efforts will be made to secure the attendance of rural school teachers.

The summer school of the University of North Carolina will be held at Chapel Hill, June 15 to July 10, 1903. The course of study offered ranges from the kindergarten and primary school to more advanced studies of the college and university.

The South Louisiana Summer School will be held at New Iberia, Louisiana, June 8 to July 3, 1903.

Two special tax elections were held in Union County yesterday, and both carried with little opposition. This makes four local tax districts in this county, and the prospects are that there will before very long be others. Beside these, there were two high schools, Waxhaw and Unionville where free instruction was offered to every child in the

community last year for eight or nine months. These two districts followed the plan of voluntary support of the schools, and the presumption is that the same plan will be pursued and free instruction offered next year.—Monroe (N. C.) *Journal*, May 5th.

The parishes of Acadia and Lafayette, Louisiana, will pay their public school teachers who attend the summer school at New Iberia the sum of \$20 each to assist in defraying their expenses.

The Police Jury of Washington Parish, Louisiana, has ordered an election on the question of voting a local tax of ten mills for ten years for public schools in that parish. The election will be held on the 18th day of June, 1903.

The Police Jury of Lafayette Parish, Louisiana, has ordered an election on the question of levying a special school tax of three mills for six years. The parish superintendent, Mr. Alleman, presented a petition to the Police Jury signed by more than 1,000 names. It is said that there will be very little opposition to the voting of the special tax. The election will be held June 18th.

The Ball's Creek annual camp meeting, of Catawba County, North Carolina, will not be a religious meeting but an educational meeting

this year. Presiding Elder J. E. Thompson has arranged to have the best speakers on educational subjects present during the three or four days that are usually devoted to preaching and other religious exercises.

There is a movement on foot to bring about the consolidation of the high schools of the city of Monroe, Louisiana, and the Parish of Ouachita, in which Monroe is situated. The object of the consolidation is to enable the school authorities to establish a central high school, with industrial training. If the consolidation is effected it means better high school facilities and a longer school term for the children of the community.

The Virginia School of Methods will be held this year at the University of Virginia. Mr. E. C. Glass, superintendent of the Lynchburg, Virginia, schools, is the superintendent of the School of Methods. He has arranged an attractive course of study, embracing the subjects taught in the public schools, as well as courses in physics, mathematics, literature, science, modern languages, etc.

Ward Four, Bienville Parish, Louisiana, has recently voted in favor of a five mills ten-year tax for public schools. Special elections have been ordered by the Police Jury of Bienville Parish for the Third Ward, and also for the Tenth and Twelfth Districts.

The educational campaign in Lincoln Parish, Louisiana, was opened in the auditorium of the Ruston Industrial Institute on the night of May 4th. President Aswell, Hon. D. C. Scarborough, Hon. Jared Y. Sanders and Captain J. M. White made addresses.

The people of Greenwood, South Carolina, will vote at an early date on issuing \$18,000 worth of bonds for the purpose of building a new public school house.

The *North Carolina Baptist* recently contained the following interesting paragraph: "Mr. L. Banks Holt, the large cotton mill owner of Graham, has issued an address to the mill people of his town urging them to vote for graded schools. Mr. Holt is himself by far the largest taxpayer, and is anxious, for the well-being of his people, to have free education in the reach of all. This is most worthy. In Cumberland County we have Hope Mills Manufacturing Company, not owned by North Carolinians, urging the people of Hope Mills to vote a tax for graded schools, when half the tax will be paid by the company. They say to the people, 'You furnish the votes and we will furnish the money.' Many of Fayetteville's wealthiest men are saying the same thing to the voters who are not property owners. Public education is the great equalizer of men—putting the child of the rich and the poor on the same plane in the struggle of life, and giving a premium to merit."

The town of Graham and the Hope Mills district have recently voted a local tax for schools.

MAY 28, 1903

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Southern Education

(Double Number)

Education and Prosperity.

"An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities for commerce, no stores of gold or of diamonds can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. Within the last four centuries, the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor indeed is the people who have less than they. The nation which has produced more of the raw material, and manufactured from it more fine linen, than all contemporary nations, is now the most ragged and squalid in Christendom."

—*Horace Mann's Eleventh Report.*

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A Rural Graded School

Illiteracy in the South

The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Application made for entry at Postoffice at Knoxville
as second-class matter.

Nos. 11 & 12

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"The township is preferable to the 'district' as the unit of school organization, and for these reasons:

"1. If there were but one district in the township, and it continued to be the will of the people that schools be scattered as they now are, the houses would undoubtedly be better located.

"2. School opportunities might be equal in a township. They are not very often so now.

"3. Township supervision would be practicable. An experienced teacher could be made principal of the schools, with authority to advise and direct the other teachers, acting, of course, under the county superintendent.

"4. County supervision in a much fuller sense would then be possible as the superintendent, acting through one board in each township, and the township principals, could affect all the schools. And

"5. The reduction of the number of districts in each township to one would in many, if not in most cases, lead to the consolidation of all the schools, the organization of a graded school and the establishment of a high school department in every township, or

"6. If, because of bad roads, or other causes less real, a township does not choose to consolidate all the schools in one building, then at least the older children could be brought together in a central school and given the advantage of companionship and association with others of their own age."—ALFRED BAYLISS.

Southern Education

Published weekly, at Knoxville, Tenn.,
by the Bureau of the Southern Education
Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Thursday, May 28, 1903

If Thomas Jefferson were living, he would, no doubt, after reading the illiteracy figures of the last census, again declare, and with greater emphasis: "Preach a crusade against ignorance."

SOUTHERN EDUCATION takes no pride in printing illiteracy statistics. But men and women must know they are sick before they will even think of calling in the doctor.

FIND A REMEDY.

For convenience and for easy reference, SOUTHERN EDUCATION this week prints illiteracy figures for the Southern states. The facts printed are copied from the Census of 1900. No conclusions are attempted to be drawn from the facts as printed. It is hoped the work is free from errors.

Illiteracy has been decreasing in the South since 1880, without

doubt. Perhaps, it should have decreased more than the census indicates. One thing should never be overlooked, however: the causes which once rendered illiteracy unavoidable now no longer exist.

In the campaign now being waged for better schools for the children, there could be included with much propriety some discussion of ways and means to abolish adult illiteracy in the South. Why could not the churches take up the question of adult illiteracy? The Sunday schools, if properly organized, might make it possible by 1910 for every Southern adult illiterate man and woman to learn, at least, how to read the English Bible. The man or the woman who can so organize one Sunday school and thus point the way to a successful crusade against adult illiteracy will be a benefactor to the human race.

In Texas 6.1 per cent of the native white population ten years old and over can neither read nor write; in Mississippi 8 per cent; in Florida 8.6 per cent; in West Virginia 10 per cent; in Virginia, 11.1 per cent; in Georgia 11.9 per cent; in Arkansas 11.6 per cent; in Ken-

tucky, 12.8 per cent; in South Carolina 13.6 per cent; in Alabama 14.8 per cent; in Louisiana 17.3 per cent; in North Carolina 19.5 per cent; in Missouri 4.8 per cent, in Illinois 2.1 per cent; in Iowa 1.2 per cent; in New York 1.2 per cent; in Michigan 1.7 per cent; in Wisconsin 1.3 per cent; in Massachusetts .8 per cent; in Minnesota .8 per cent; in Nebraska .8 per cent; in Connecticut .8 per cent; in Wyoming .7 per cent; in South Dakota .6 per cent; in Nevada .6 per cent; in Washington .5 per cent. Negroes and foreign born persons are not included in these figures.

Gladstone once said: "You can not fight against the future. Time is on our side." The social betterment of mankind depends on how you train the children. Sooner or later the world is going to recognize that truth. Why not recognize it now?

Supt. W. H. Hand, of the Chester (S. C.) schools, recently delivered an address in the A. R. P. Presbyterian church at Clinton, South Carolina, on "The Educational Condition of the Public Schools of South Carolina." There are few places or occasions in the South now where

it is not appropriate to talk for better educational conditions for the children. Think of it! Some North Carolina Methodist preachers are going to turn a popular camp meeting occasion this August into an educational rally! Mr. J. B. Graham preaches education at revivals down in Alabama! And down in Louisiana they dedicate school houses on Sunday and end the meeting by asking all present to come forward and sign a petition for the police jury to order a local tax election! "And a little child shall lead them."

It is worth while to think of this. "Disrespect for the governing power in the state, in the school, in the home, is a growing weakness in the republic."—*Chicago Tribune*.

Perhaps there are more people in the republic today who respect the government of state and school and who honor their parents, than at any time in our national history. Yet the frequency of the failure of justice and the repeated failures and mistakes of the schools and of the homes may well give us pause. May be the remedy is to teach the children more of the Puritan idea of personal uprightness and more of the Jewish idea of national righteousness.

A Virginia paper recently said: "If the salaries paid by a county to its teachers are as liberal as the county is able with the school tax and the state aid to pay, and the teachers accept places to teach, no one has any reason for 'kicking.' If the producing classes, who pay the school tax, want to be taxed heavier to enable teachers to get more money, that is a matter for them. If the teachers agree to work for a given sum they are in honor bound to give the best service they are capable of giving." This does

not sound well during an educational revival, to say the least! And, besides, no lover of humanity ever yet urged people to pay higher school taxes simply in order that teachers might get larger salaries, but that the children might be better trained. You can get more talent to teach your boy when you pay a good price for it than you can when you annually pay only as much for it as it takes to feed a pauper or maintain a criminal in the county jail!

I. POPULATION AND ILLITERACY.

TOTAL POPULATION OF THE SEVERAL SOUTHERN STATES BY RACES. NUMBER OF ILLITERATES IN EACH STATE, WHITE AND BLACK.

STATE	Total Population, 1900.	Total white Population, 1900.	Total negro Population, 1900.	Total white Population, ten years of age and over 1900.	Total negro Population, ten years of age and over 1900.	White illit- erates, 10 yrs. of age and over, 1900.	Negro illit- erates, 10 yrs. of age and over, 1900.
Va.	1,854,184	1,192,855	660,722	885,037	478,921	98,160	213,966
N. C. ...	1,893,810	1,263,603	624,469	904,978	437,691	175,907	210,344
S. C. ...	1,340,316	557,807	782,321	404,860	537,398	54,719	283,940
Ga.	2,216,331	1,181,294	1,034,813	853,029	724,006	101,264	379,156
Fla.	528,542	297,333	230,730	216,510	168,586	19,184	65,101
Ala. ...	1,828,697	1,001,152	827,307	714,883	589,629	104,883	338,707
Miss. ..	551,270	641,200	907,630	458,467	638,646	36,844	314,617
La.	1,381,625	729,612	650,804	524,753	464,598	96,551	284,594
Tex. ...	3,048,710	2,426,669	620,722	1,725,030	437,710	146,487	167,531
Ark. ...	1,311,564	944,580	366,856	670,409	263,808	77,160	113,495
Tenn. ..	2,020,616	1,540,186	480,243	1,125,968	354,833	159,086	147,844
Total ..	18,975,665	11,776,291	7,186,517	8,483,944	5,095,916	1,070,245	2,519,249
U. S. ...	75,994,575	66,809,196	8,833,994	51,250,918	6,425,581	3,209,605	3,037,252

NOTE: The population of the South, 18,975,665, was 24.9 per cent of the population of the United States in 1900. The white population of the South, 11,776,291, was 62.6 per cent. of the total population of the South. The remaining 37.4 per cent. consisted of negroes and 10,156 Indians and 2,601 Mongolians.

TOTAL ILLITERACY AND PER CENT.

	Popul'n, 1900.	Total Illit's 1900.	Per cent. Illit'e, 1900
Va.	1,854,184	312,120	22.9
N. C. ..	1,893,810	386,251	28.7
S. C. ..	1,340,316	338,659	35.9
Ga.	2,216,331	480,420	30.5
Fla.	528,542	84,285	21.9
Ala.	1,828,697	443,590	34.0
Miss. ..	1,551,270	351,461	32.0
La.	1,381,625	381,145	38.5
Tex.	3,048,710	314,018	14.5
Ark.	1,311,564	190,655	20.4
Tenn.	2,020,616	306,930	20.7
Total ..	18,975,665	3,589,494	27.0

The total number of persons in the South ten years of age and over in 1900 was 13,579,860, of whom 3,589,494 were illiterate, or 27 per cent.

II. INDIANS AND MONGOLI-
IANS.

The following table gives the Indian and Mongolian population of the several Southern states in 1900:

	INDIANS	MONGOLIANS
Virginia	354	253
North Carolina ...	5,687	51
South Carolina ...	121	67
Georgia	19	205
Florida	358	121
Alabama	177	61
Mississippi	2,203	237
Louisiana	593	616
Texas	470	849
Arkansas	66	62
Tennessee	108	79
Eleven States	10,156	2,601
United States	237,196	114,189

III. ILLITERACY IN PER-
CENTAGES.

The following table gives the percentage of the native white population illiterate in 1900, also the percentage of the colored population illiterate:

STATE	WHITE	COLORED
Virginia	11.1	44.0
North Carolina	19.5	47.0

South Carolina	13.6	52.0
Georgia	11.9	52.0
Florida	8.6	38.0
Alabama	14.8	57.0
Mississippi	8.0	49.0
Louisiana	17.3	61.0
Texas	6.1	38.0
Arkansas	11.6	43.0
Tennessee	14.2	41.0
Average for U. S. ...	4.6	44.5

	Total White Population, over 10 years old.	Illiterates.	Per Cent.
Va.	866,295	96,117	11.1
N. C. ..	900,664	175,645	19.5
S. C. ..	399,540	54,375	13.6
Ga.	841,200	100,431	11.9
Fla.	197,973	17,039	8.6
Ala.	700,823	103,570	14.8
Miss.	450,952	36,038	8.0
La.	474,621	82,227	17.3
Tex.	1,554,994	95,006	6.1
Ark.	656,438	76,036	11.6
Tenn.	1,108,629	157,396	14.2

	Total Color- ed Populat'n, over 10 years old.	Illiterates.	Per Cent.
Va.	479,464	213,960	44.6
N. C. ..	441,756	210,344	47.6
S. C. ..	537,542	283,940	52.8
Ga.	724,305	379,156	52.3
Fla.	168,980	65,101	38.5
Ala.	589,820	338,707	57.4
Miss.	640,424	314,617	49.1
La.	465,611	284,594	61.1
Tex.	438,883	167,531	38.2
Ark.	263,923	113,495	43.0
Tenn.	354,980	147,844	41.6

	Total foreign White popu- lation, over 10 years old.	Illiterates.	Per Cent.
Va.	18,742	2,043	10.9
N. C. ..	4,314	262	6.1
S. C. ..	5,320	344	6.5
Ga.	11,829	833	7.0
Fla.	18,537	2,145	11.6
Ala.	14,060	1,313	9.3
Miss.	7,515	806	10.7
La.	50,132	14,324	28.6
Tex.	170,036	51,481	30.3
Ark.	13,971	1,124	8.0
Tenn.	17,339	1,690	9.7

IV. ILLITERATE WHITE
POPULATION.

The following table gives the illiterate white population of eleven Southern states, 1900, by sex:

	MALES	FEMALES	TOTAL
Va. . . .	51,866	46,294	98,160
N. C. . .	82,492	93,415	175,907
S. C. . .	26,900	27,819	54,719
Ga. . . .	49,078	52,186	101,264
Fla. . . .	9,214	9,970	19,184
Ala. . . .	50,812	54,071	104,883
Miss. . .	19,035	17,809	36,844
La. . . .	48,277	48,274	96,551
Tex. . . .	75,606	70,881	146,487
Ark. . . .	37,429	39,731	77,160
Tenn. . .	77,275	81,811	159,086

11 Sts. . .	527,984	542,261	1,070,245
U. S. . . .	1,572,120	1,637,485	3,209,605

NOTE: The total illiterate white population ten years of age and over in U. S. in 1900 was 3,209,605 — 1,572,120 males and 1,637,485 females. The eleven Southern states, therefore, had 33.1-3 per cent. of the illiterate white population of the country in 1900.

V. ILLITERATES OF VOTING AGE.

Literate and illiterate male persons 21 years of age and over, 1900, both races:

	TOTAL	LITERATE	ILLITERATE
Va. . . .	447,815	334,462	113,353
N. C. . .	417,578	294,920	122,658
S. C. . .	283,325	183,809	99,516
Ga. . . .	500,752	342,505	158,247
Fla. . . .	139,601	108,752	30,849
Ala. . . .	413,862	274,213	139,649
Miss. . .	349,177	231,120	118,057
La. . . .	325,943	203,305	122,638

Tex. . .	737,768	623,985	113,783
Ark. . .	313,836	251,221	62,615
Tenn. . .	487,380	381,529	105,851
11 Sts. .	4,417,037	3,229,821	1,187,216

U. S. . .	21,329,819	19,002,279	2,327,540
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The 1,187,216 illiterate male persons 21 years of age and over are 51 per cent of all the illiterate male persons in the United States 21 years of age and over.

VI. ILLITERATE COLORED POPULATION.

The following table gives the illiterate colored population of eleven Southern states, 1900, by sex:

	MALES	FEMALES	TOTAL
Va. . . .	106,024	107,936	213,960
N. C. . .	98,736	111,608	210,344
S. C. . .	132,519	151,421	283,940
Ga. . . .	182,802	196,354	379,156
Fla. . . .	32,206	32,895	65,101
Ala. . . .	161,767	176,940	338,707
Miss. . .	151,792	162,825	314,617
La. . . .	135,041	149,553	284,594
Tex. . . .	81,195	86,336	167,531
Ark. . . .	54,054	59,441	113,495
Tenn. . .	72,772	75,072	147,884
11 Sts. .	1,208,908	1,310,381	2,519,289

U. S. . .	1,482,936	1,554,316	3,037,252
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NOTE: The eleven Southern states contain 82.9 per cent. of the total illiterate colored population of the U. S.

ILLITERATE VOTERS.

THE NATIVE ILLITERATE MALE POPULATION OF THE SOUTH 21 YEARS OF AGE AND OVER BY COUNTIES. OTHER INTERESTING DATA. BOTH RACES GIVEN SEPARATELY. CENSUS 1900.

ALABAMA.

	Native White Voters, 1900.			Negro Males Voting Age, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Autauga	1,359	165	1,524	785	1,526	2,311
Baldwin	1,791	305	2,096	470	517	987
Barbour	2,490	399	2,889	1,570	2,630	4,200
Bibb	2,264	437	2,701	755	843	1,598
Blount	3,597	804	4,401	228	189	417
Bullock	1,283	132	1,415	1,871	3,295	5,166
Butler	2,478	288	2,766	908	1,709	2,617

Calhoun	4,655	735	5,390	1,335	1,043	2,378
Chambers	3,014	427	3,441	1,316	2,064	3,380
Cherokee	3,032	864	3,896	313	389	702
Chilton	2,239	613	2,852	262	445	707
Choctaw	1,479	218	1,697	815	1,113	1,928
Clarke	2,251	401	2,652	1,182	1,921	3,103
Clay	2,619	601	3,220	174	219	393
Cleburne	1,970	595	2,565	85	96	181
Coffee	2,665	843	3,508	422	574	996
Colbert	2,587	340	2,927	978	1,052	2,030
Conecuh	1,770	340	2,110	658	950	1,608
Coosa	2,025	313	2,338	363	578	941
Covington	2,191	612	2,803	273	513	786
Crenshaw	2,512	550	3,062	424	732	1,156
Cullman	2,909	450	3,359	2	3	5
Dale	2,842	650	3,492	441	561	1,002
Dallas	2,288	72	2,360	3,184	6,685	9,869
DeKalb	4,121	698	4,819	131	95	226
Elmore	2,762	440	3,202	1,111	1,647	2,758
Escambia	1,412	216	1,628	364	456	820
Etowah	4,405	735	5,140	556	471	1,027
Fayette	2,218	480	2,698	175	163	338
Franklin	2,383	606	2,989	300	332	632
Geneva	2,764	591	3,355	566	415	981
Greene	807	45	852	1,264	3,078	4,342
Hale	1,231	127	1,358	1,953	3,416	5,369
Henry	3,941	963	4,904	1,094	1,839	2,933
Jackson	4,808	1,131	5,939	381	350	731
Jefferson	19,656	1,380	21,036	10,246	8,213	18,459
Lamar	2,266	449	2,715	266	326	592
Lauderdale	3,706	529	4,235	795	790	1,585
Lawrence	2,271	490	2,761	606	818	1,424
Lee	2,790	198	2,988	1,378	2,093	3,471
Limestone	2,435	397	2,832	800	1,249	2,049
Lowndes	1,040	81	1,121	1,788	4,667	6,455
Macon	967	75	1,042	1,607	2,173	3,780
Madison	4,902	886	5,788	1,863	2,531	4,394
Marengo	1,935	160	2,095	1,751	4,389	6,140
Marion	2,249	486	2,735	83	61	144
Marshall	3,710	885	4,595	152	181	333
Mobile	7,540	394	7,934	3,869	3,445	7,314
Monroe	1,959	348	2,307	887	1,683	2,570
Montgomery	4,942	145	5,087	4,513	6,912	11,425
Morgan	4,513	474	4,987	869	844	1,713
Perry	1,469	105	1,574	1,729	3,298	5,027
Pickens	2,165	243	2,408	840	2,004	2,844
Pike	3,040	558	3,598	1,029	1,582	2,611
Randolph	2,822	635	3,457	479	499	978
Russell	1,312	121	1,433	1,252	2,707	3,959
St. Clair	2,694	683	3,377	317	395	712
Shelby	3,087	524	3,611	793	879	1,672
Sumter	1,323	68	1,391	1,765	3,537	5,302
Talladega	3,359	575	3,934	1,713	2,100	3,813
Tallapoosa	3,516	669	4,185	814	1,242	2,056
Tuscaloosa	4,304	796	5,100	1,392	2,017	3,409
Walker	3,860	722	4,582	818	530	1,348
Washington	1,206	180	1,386	409	770	1,179
Wilcox	1,554	132	1,686	1,865	4,101	5,966
Winston	1,492	392	1,884	2	1	3
Total	193,246	30,966	224,212	73,399	107,946	181,345

NOTE: There were, in 1900, 224,212 native white voters in Alabama. Of that number 30,966 were unable to read and write, which means that 13.8 per cent. of the native white voters of Alabama were illiterate in 1900. There were eight counties in Alabama, in 1900 in which the native white illiterate voting population was more than 20 out of every 100. Those counties were St. Clair, Winston, Franklin, Chilton, Cherokee, Cleburne, Coffee and Covington.

According to Census 1900, Vol. II, Part III, Page 470, Table 84, Alabama has 443,590 persons over ten years old who can not read and write, classified as illiterate. Of that number 103,570 are native whites, 338,707 are negroes, and 1,313 are foreign whites; in all, 443,590 illiterate persons.

See also Census 1900, Vol. I, p. 970, for these facts:

There are 224,212 native white voters in Alabama, 30,966 of whom

are illiterate. There are 180,708 colored male persons over 21 years old in Alabama, 107,399 of whom are illiterate.

Illiterate native white persons in Alabama, Census 1900, Vol. II, Part II, p. 426: 10 to 14 years old, 18,769; 15 to 20, 14,886; 21 to 24, 8,609; 25 to 34, 15,748; 35 to 44, 15,042; 45 to 54, 15,676; 55 to 64, 7,716; 65 and over, 6,759. Illiterates who could not tell their ages, 365.

MISSISSIPPI.

	Native White Voters, 1900.			Negro Males of Voting Age, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Adams	1,441	25	1,466	2,286	3,029	5,315
Alcorn	2,242	291	2,533	507*	266	773
Amite	1,713	116	1,829	945	1,318	2,263
Attala	2,747	332	3,079	1,095	1,270	2,365
Benton	1,109	106	1,215	507	502	1,009
Bolivar	1,138	54	1,192	5,604	3,958	8,562
Calhoun	2,263	323	2,586	379	399	778
Carroll	1,950	167	2,117	1,103	1,481	2,584
Chickasaw	1,743	120	1,863	1,025	1,188	2,213
Choctaw	1,833	199	2,032	313	300	613
Claiborne	1,035	35	1,070	1,500	1,818	3,318
Clarke	1,728	208	1,936	674	898	1,572
Clay	1,413	44	1,457	1,194	1,608	2,802
Coahoma	965	25	990	3,822	2,563	6,385
Copiah	3,285	209	3,494	1,552	1,969	3,521
Covington	1,789	146	1,935	519	474	993
De Soto	1,465	62	1,527	1,988	2,011	3,999
Franklin	1,278	188	1,466	452	788	1,240
Greene	1,063	85	1,148	361	95	456
Grenada	913	39	952	1,036	1,935	2,971
Hancock	1,341	339	1,680	557	382	939
Harrison	2,842	222	3,064	896	603	1,499
Hinds	3,141	90	3,231	3,863	4,359	8,222
Holmes	1,926	61	1,987	2,547	3,347	5,894
Issaquena	202	6	208	1,213	1,510	2,723
Itawamba	2,296	342	2,638	112	165	277
Jackson	1,965	393	2,358	841	830	1,671
Jasper	1,491	113	1,604	649	665	1,314
Jefferson	891	87	978	1,465	1,985	3,450
Jones	2,559	312	2,871	658	606	1,264
Kemper	1,707	180	1,887	891	1,256	2,147

Lafayette	2,573	212	2,785	1,047	932	1,979
Lauderdale	4,484	180	4,664	1,549	2,306	3,855
Lawrence	1,415	134	1,549	582	711	1,293
Leake	2,040	263	2,303	536	591	1,127
Lee	2,798	283	3,081	910	920	1,830
Leflore	843	15	858	2,301	3,027	5,328
Lincoln	2,396	296	2,692	841	1,016	1,857
Lowndes	1,802	15	1,817	1,779	3,043	4,822
Madison	1,540	63	1,603	1,955	3,129	5,084
Marion	1,720	226	1,946	399	418	817
Marshall	1,985	63	2,048	2,013	1,625	3,638
Monroe	2,789	292	3,081	1,819	2,160	3,979
Montgomery	1,726	89	1,815	680	956	1,636
Neshoba	1,835	250	2,085	176	232	408
Newton	2,363	156	2,519	638	813	1,451
Noxubee	1,118	55	1,173	1,769	3,435	5,204
Oktibbeha	1,394	122	1,516	1,014	1,649	2,663
Panola	2,155	98	2,253	1,977	2,082	4,059
Pearl River	1,041	81	1,122	295	228	523
Perry	2,144	248	2,392	692	511	1,203
Pike	3,193	117	3,310	1,257	1,372	2,629
Pontotoc	2,597	373	2,880	435	566	1,001
Prentiss	2,280	422	2,702	321	284	605
Quitman	322	44	366	580	479	1,059
Rankin	1,818	101	1,919	1,042	1,259	2,311
Scott	1,594	158	1,752	524	666	1,190
Sharkey	413	7	420	1,333	1,518	2,851
Simpson	1,377	237	1,614	343	545	888
Smith	1,876	267	2,143	202	231	433
Sunflower	1,112	65	1,177	1,703	1,711	3,414
Tallahatchie	1,380	121	1,501	1,300	1,744	3,044
Tate	1,779	94	1,873	1,114	1,261	2,375
Tippah	1,955	217	2,172	283	246	529
Tishomingo	1,687	293	1,980	110	103	213
Tunica	534	33	567	2,273	2,050	4,323
Union	2,415	340	2,755	431	386	817
Warren	2,569	43	2,612	3,844	3,597	7,441
Washington	1,419	34	1,453	6,093	5,948	11,041
Wayne	1,309	230	1,539	375	600	975
Webster	1,871	195	1,966	375	361	736
Wilkinson	918	67	985	1,205	2,095	3,300
Winston	1,643	148	1,791	517	526	1,043
Yalobusha	2,097	75	2,172	945	1,127	2,072
Yazoo	2,266	105	2,371	3,398	4,156	7,554
Total	133,969	11,846	145,815	99,259	105,293	204,552

There were, in 1900, 145,815 native white persons of voting age in Mississippi, 11,846 of whom were illiterate, or 8.1 per cent.

There were, in 1900, 204,552 native negroes of voting age in Mississippi, 105,293 of whom were illiterate, or 52.4 per cent.

Hancock County is the only Mississippi county that has more than 20 native white illiterate voters out of every 100 native white voters.

TENNESSEE.

	Native White Voters, 1900.			Negro Males of Voting Age, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Anderson	2,942	862	3,804	149	123	272
Bedford	4,094	334	4,428	707	617	1,324
Benton	2,042	526	2,568	60	71	131
Bledsoe	1,083	291	1,374	59	54	113

Blount	3,244	751	3,995	204	135	339
Bradley	2,794	387	3,181	284	193	477
Campbell	2,894	802	3,706	105	72	177
Cannon	2,075	498	2,573	77	119	196
Carroll	4,294	335	4,629	655	498	1,153
Carter	2,589	986	3,575	71	89	160
Cheatam	1,845	246	2,091	185	178	363
Chester	1,614	237	1,851	244	269	513
Claiborne	3,178	1,098	4,276	91	142	233
Clay	1,375	402	1,777	31	45	76
Cocke	2,859	937	3,796	138	131	269
Coffee	2,854	442	3,296	190	178	368
Crockett	2,429	303	2,732	360	452	812
Cumberland	1,571	302	1,873	182	135	317
Davidson	19,347	1,009	20,356	6,267	4,779	11,046
Decatur	1,741	346	2,087	133	127	260
De Kalb	2,786	631	3,417	143	93	236
Dickson	3,128	559	3,687	377	278	655
Dyer	3,998	496	4,494	733	669	1,402
Fayette	1,823	133	1,956	1,770	2,409	4,179
Fentress	940	338	1,278	5	2	7
Franklin	3,201	628	3,829	342	388	730
Gibson	6,539	578	7,117	1,146	1,124	2,270
Giles	4,478	735	5,213	1,003	1,325	2,328
Grainger	2,618	802	3,420	83	66	149
Greene	5,405	1,144	6,549	206	189	395
Grundy	1,239	322	1,561	47	39	86
Hamblen	2,127	460	2,587	212	188	400
Hamilton	9,918	756	10,674	3,581	1,807	5,388
Hancock	1,701	514	2,215	25	32	57
Hardeman	2,772	310	3,082	869	1,125	1,994
Hardin	3,038	690	3,728	368	248	616
Hawkins	3,536	1,211	4,747	206	229	435
Haywood	1,869	102	1,971	1,452	1,984	3,436
Henderson	2,873	629	3,502	250	283	533
Henry	4,177	393	4,570	595	674	1,269
Hickman	2,812	413	3,225	374	272	646
Houston	1,137	162	1,299	126	98	224
Humphreys	2,310	500	2,810	177	173	350
Jackson	2,385	701	3,086	54	37	91
James	939	198	1,137	71	64	135
Jefferson	2,953	698	3,651	219	254	473
Johnson	1,553	572	2,125	36	45	81
Knox	13,839	1,563	15,402	1,991	1,012	2,003
Lake	1,220	165	1,385	341	229	570
Lauderdale	2,531	306	2,837	1,043	1,133	2,176
Lawrence	2,728	595	3,323	125	119	244
Lewis	608	188	886	54	51	105
Lincoln	4,236	727	4,963	642	607	1,249
Loudon	1,818	334	2,152	165	133	298
McMinn	3,199	634	3,833	231	203	434
McNairy	3,033	505	3,538	261	248	509
Macon	2,048	718	2,766	718	73	791
Madison	4,836	249	5,085	1,850	1,651	3,501
Marion	2,669	764	3,433	304	239	543
Marshall	3,422	313	3,735	410	443	853
Maury	5,729	698	6,427	2,423	2,312	4,735
Meigs	1,155	307	1,462	78	61	139
Monroe	2,930	867	3,797	119	131	250
Montgomery	4,318	2,653	4,971	1,776	1,820	3,596
Moore	1,039	194	1,233	45	50	95

Morgan	1,564	464	2,028	97	321	418
Obion	5,392	528	5,920	664	536	1,200
Overton	2,282	569	2,851	30	39	69
Perry	1,397	407	1,804	66	75	141
Pickett	847	284	1,131	0	3	3
Polk	2,008	545	2,553	49	47	96
Putnam	2,932	568	3,500	95	72	167
Rhea	2,401	448	2,849	294	208	502
Roane	3,808	824	4,632	390	338	738
Robertson	4,065	576	4,641	660	931	1,591
Rutherford	4,510	541	5,051	1,202	1,389	2,591
Scott	1,737	477	2,214	42	79	121
Sequatchie	618	139	757	7	1	8
Sevier	3,339	980	4,319	56	56	112
Shelby	18,147	267	18,414	12,979	9,354	22,333
Smith	3,053	701	3,754	229	381	610
Stewart	2,430	510	2,940	222	314	536
Sullivan	4,614	1,011	5,625	232	139	371
Sumner	4,152	760	4,912	589	856	1,445
Tipton	3,445	359	3,804	1,527	1,558	3,085
Trousdale	851	206	1,057	173	245	418
Unicoi	976	313	1,289	12	18	30
Union	2,206	608	2,814	8	15	23
Van Buren	538	147	685	6	6	12
Warren	2,927	380	3,307	264	204	468
Washington	4,033	767	4,800	296	273	569
Wayne	2,252	432	2,684	173	104	277
Weakley	6,023	906	6,929	450	464	814
White	2,371	495	2,866	97	121	218
Williamson	3,733	506	4,239	699	1,302	2,001
Wilson	4,631	421	5,052	596	889	1,485
Total	313,849	51,688	365,537	58,797	53,374	112,171

There were, in 1900, 365,537 native white male persons of voting age in Tennessee, 51,688 of whom were illiterate, or 14.1 per cent.

There were, in 1900, 112,171 native negro males of voting age, 53,374 of whom were illiterate, or 47.5 per cent.

There were 29 counties in Tennessee in 1900 in which the native white illiterate voters were more than 20 in every 100 of the native white voting population. Those counties were: Scott, Grundy, Claiborne, Meigs, Bledsoe, Lewis, Polk, Van Buren, Benton, Campbell, Union, Marion, Anderson, Clay, Sevier, Jackson, Monroe, Morgan, Hancock, Grainger, Unicoi, Cocke, Perry, Pickett, Hawkins, Macon, Fentress, Johnson, and Carter.

LOUISIANA.

	Native White Voters, 1900.			Negro Males, 21 Years old, 1900.		
	Literate	Illiterate	Per cent Illiterate	Literate	Illiterate	Total
Acadia	2,170	1,725	42.2	358	808	1,166
Ascension	1,557	569	26.7	1,124	1,927	3,051
Assumption	1,349	1,066	44.1	674	1,489	2,163
Avoyelles	2,066	1,376	39.9	847	1,696	2,543
Bienville	1,962	93	4.5	603	825	1,428
Bossier	1,244	65	4.9	1,410	2,833	4,243
Caddo	3,600	98	2.6	2,759	4,236	6,995
Calcasieu	4,487	1,081	19.4	639	685	1,324
Caldwell	819	82	9.1	259	374	633
Cameron	435	249	31.7	39	82	121
Catahoula	1,905	303	13.7	434	867	1,301
Claiborne	1,980	94	4.6	807	1,526	2,333
Concordia	460	22	4.5	690	2,429	3,119
De Soto	1,748	131	6.9	948	2,168	3,116

E. Baton Rouge..	2,304	91	3.7	2,377	2,918	5,295
E. Carroll	288	5	1.7	1,108	1,645	2,753
E. Feliciana	1,265	118	8.5	770	2,061	2,831
Franklin	806	98	10.8	340	743	1,083
Grant	1,844	287	13.4	244	531	775
Iberia	2,057	896	30.3	1,037	2,017	3,054
Iberville	1,622	341	17.3	1,528	3,175	4,703
Jackson	1,087	146	11.8	243	281	524
Jefferson	1,398	350	20.0	719	1,175	1,894
Lafayette	1,459	1,167	44.4	250	1,489	1,739
Lafourche	1,964	2,021	50.7	969	1,173	2,142
Lincoln	1,905	139	6.8	513	677	1,190
Livingston	1,052	375	26.2	102	154	256
Madison	318	11	3.3	1,049	1,931	2,980
Morehouse	926	47	4.8	868	1,859	2,727
Natchitoches	2,411	538	18.2	1,206	2,784	3,990
Orleans	40,825	784	1.8	12,546	7,082	19,628
Ouachita	1,758	146	7.6	912	2,023	2,935
Plaquemines	939	247	20.8	678	1,030	1,708
Pointe Coupee ...	1,092	363	24.9	1,328	1,329	2,657
Rapides	3,696	408	9.9	1,996	2,475	4,471
Red River	793	73	8.4	411	1,193	1,604
Richland	727	67	8.4	797	857	1,654
Sabine	2,186	486	18.1	223	371	594
St. Bernard	391	173	30.6	267	353	620
St. Charles	377	122	24.4	673	983	1,656
St. Helena	769	84	9.8	232	557	789
St. James	1,225	356	22.5	1,059	1,887	2,946
St. John Baptist..	779	245	23.9	547	1,316	1,863
St. Landry	2,780	2,265	44.8	1,038	4,063	5,101
St. Martin	1,023	970	48.6	329	1,366	1,693
St. Mary	1,916	621	24.4	1,999	3,029	5,028
St. Tammany	1,528	234	13.2	542	608	1,150
Tangipahoa	2,488	224	8.2	492	577	1,069
Tensas	374	7	1.8	1,412	2,952	4,364
Terrebonne	1,524	1,393	47.7	915	1,565	2,480
Union	2,272	200	8.0	434	792	1,226
Vermilion	1,583	1,765	52.7	186	505	691
Vernon	1,877	242	11.4	203	185	388
Washington	1,099	237	17.7	179	291	470
Webster	1,531	71	4.4	654	900	1,554
W. Baton Rouge..	439	94	17.6	739	1,250	1,989
W. Carroll	304	57	15.7	216	264	480
W. Feliciana	531	27	4.8	867	1,937	2,804
Winn	1,433	256	15.1	109	162	271
Total	126,737	25,801	16.8	56,897	90,162	147,959

OTHER FACTS.

The total population of Louisiana in 1900 was 1,381,625. There were 729,612 whites, 650,804 negroes, 593 Indians and 616 Mongolians.

Between 1890 and 1900 the white population decreased in the follow-

ing Louisiana parishes: Claiborne, Madison, East Carroll, Tensas and West Feliciana.

The following Louisiana parishes, in 1900, contained more negro than white population: Bossier, Caddo, Claiborne, Concordia, DeSoto, East

Baton Rouge, East Carroll, East Feliciana, Franklin, Iberville, Madison, Morehouse, Natchitoches, Ouachita, Plaquemines, Pointe Coupee, Rapides, Red River, Richland, St. Charles, St. Helena, St. James, St. John the Baptist, St. Landry, St. Mary, Tensas, Webster, West Baton Rouge, West Carroll, West Feliciana—30 out of the 59 parishes containing a negro majority.

The total negro population of Louisiana ten years of age and over, in 1900, was 465,611. There were 284,594 illiterates, or 61 per cent.

The total white population in Louisiana ten years of age and over, in 1900, was 594,753. There were 96,551 illiterates, or 17.3 per cent.

In Louisiana there are 325,943 native males, white and black, 21 years of age and over.

There were in Louisiana, in 1900, 152,538 native white male persons 21 years of age and over. Of that

number 126,737 could read and write, while 25,801 were unable to read and write.

In 1900 there were 147,059 native negro males 21 years of age and over. Of that number 56,807 were able to read and write, while 90,162 were unable to read and write.

In 1900 there were nearly 17 native white voters out of every 100 native white voters, in Louisiana, classified as "illiterate." To be exact, the percentage of native white voters illiterate was 16.8 per cent.

Twenty-one parishes had more than 20 native white illiterate voters out of every 100 native white voters. Those parishes were Livingston, Pointe Coupee, Plaquemines, Iberia, St. John, St. Bernard, St. James, St. Mary, Ascension, Cameron, Avoyelles, St. Charles, Acadia, Lafayette, St. Landry, St. Martin, Assumption, Terrebonne, Jefferson, Lafourche, and Vermilion.

ARKANSAS.

	Native White Voters, 1900.			Negro Males, 21 Years old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Arkansas	1,947	127	2,074	488	391	879
Ashley	1,986	146	2,132	1,105	1,250	2,355
Baxter	1,736	244	1,980	....	1	1
Benton	6,979	429	7,408	25	4	29
Boone	3,208	408	3,616	18	23	41
Bradley	1,279	142	1,421	306	352	658
Calhoun	1,084	106	1,190	328	346	674
Carroll	4,021	532	4,553	42	10	52
Chicot	491	8	499	1,706	1,590	3,296
Clark	2,863	285	3,148	871	549	1,420

Clay	3,135	596	3,731	....	3	3
Cleburne	1,759	312	2,071	I	2	3
Cleveland	1,714	182	1,896	422	355	777
Columbia	2,682	220	2,902	791	942	1,733
Conway	2,132	377	2,509	965	607	1,572
Craighead	3,940	569	4,509	220	107	327
Crawford	3,742	553	4,295	290	191	481
Crittenden	724	31	755	1,668	1,676	3,344
Cross	1,390	197	1,587	632	544	1,176
Dallas	1,530	84	1,614	549	430	979
Desha	618	28	646	1,242	1,324	2,566
Drew	1,973	170	2,143	1,155	984	2,139
Faulkner	3,132	397	3,529	591	433	1,024
Franklin	3,108	456	3,564	74	33	107
Fulton	2,354	391	2,745	9	8	17
Garland	3,488	344	3,832	711	273	984
Grant	1,322	170	1,492	110	61	171
Greene	3,517	406	3,923	18	6	24
Hempstead	2,637	189	2,826	1,198	1,085	2,283
Hot Spring	2,173	302	2,475	229	127	346
Howard	2,154	288	2,442	366	231	597
Independence	4,069	654	4,723	193	121	314
Izard	2,450	408	2,858	32	27	59
Jackson	2,718	536	3,254	805	503	1,308
Jefferson	2,889	99	2,988	4,176	3,283	7,459
Johnson	3,114	379	3,493	89	35	124
Lafayette	966	86	1,052	825	698	1,523
Lawrence	3,186	475	3,661	208	104	312
Lee	1,128	72	1,200	2,115	1,807	3,922
Lincoln	1,087	71	1,158	844	1,195	2,039
Little River	1,899	166	2,065	588	834	1,422
Logan	3,716	464	4,180	95	77	172
Lanoke	2,905	218	3,123	1,263	898	2,161
Madison	3,752	632	4,384	7	4	11
Marion	2,990	404	2,494	5	2	7
Miller	2,205	136	2,341	972	903	1,875
Mississippi	2,170	171	2,341	1,515	1,060	2,575
Monroe	1,442	113	1,555	1,405	1,250	2,655
Montgomery	1,619	277	1,896	27	30	57
Nevada	2,178	187	2,365	502	549	1,051
Newton	2,064	527	2,591	....	I	I
Ouachita	2,115	119	2,234	1,211	1,150	2,361
Perry	1,275	216	1,491	129	60	189
Phillips	1,538	29	1,567	2,964	2,591	5,555
Pike	1,942	227	2,169	59	53	112
Poinsett	1,427	173	1,600	162	184	346
Polk	3,855	499	4,354	33	36	69
Pope	3,647	551	4,198	237	158	305
Prairie	1,618	149	1,767	550	427	977
Pulaski	8,455	377	8,832	5,309	2,596	7,905
Randolph	3,005	769	3,774	72	67	139
St. Francis	1,485	157	1,642	1,461	1,148	2,609
Saline	2,125	300	2,425	232	202	434
Scott	2,460	412	2,872	33	18	51
Searcy	2,027	445	2,472	2	3	5
Sebastian	6,928	376	7,304	777	302	1,079
Sevier	3,271	329	3,600	315	133	448
Sharp	2,294	346	2,640	18	20	38
Stone	1,420	290	1,710	4	12	16
Union	2,680	259	2,939	785	1,057	1,842
Van Buren	1,842	389	2,231	50	26	76

SOUTHERN EDUCATION

Washington	7,049	584	7,633	104	72	176
White	4,707	458	5,165	383	192	575
Woodruff	1,495	145	1,640	1,158	1,068	2,226
Yell	4,199	632	4,831	228	146	374
Total	195,324	22,995	218,319	48,072	39,040	87,112

There are 218,319 native white voters in Arkansas, 22,995 of whom are illiterate, or 10.5 per cent. Randolph and Newton counties have as many as 20 native white illiterate voters out of every 100 native white voters.

SOUTH CAROLINA.

	Native White Voters, 1900.			Negro Males, 21 Years old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Abbeville	2,421	191	2,612	1,723	2,483	4,206
Aiken	3,648	542	4,190	2,025	2,482	4,507
Anderson	5,919	896	6,815	2,104	2,523	4,627
Bamberg	1,227	88	1,315	1,113	1,001	2,114
Barnwell	2,235	223	2,478	2,091	2,876	4,967
Beaufort	809	118	927	3,434	3,746	7,180
Berkeley	1,344	185	1,529	1,802	2,748	4,550
Charleston	6,160	70	6,230	8,286	5,800	14,186
Cherokee	2,556	493	3,049	667	731	1,398
Chester	2,061	140	2,201	1,224	2,363	3,587
Chesterfield	1,973	701	2,674	609	826	1,435
Clarendon	1,656	209	1,865	1,765	1,914	3,679
Colleton	2,185	299	2,484	1,592	2,897	4,489
Darlington	2,556	603	3,159	1,499	2,105	3,604
Dorchester	1,282	156	1,438	885	1,069	1,954
Edgefield	1,698	102	1,800	1,223	2,146	3,369
Fairfield	1,537	100	1,637	1,385	2,545	3,930
Florence	2,405	366	2,771	1,400	1,550	2,950
Georgetown	1,102	184	1,286	1,408	2,198	3,606
Greenville	6,755	969	7,724	1,900	2,051	3,951
Greenwood	2,123	123	2,246	1,596	2,113	3,709
Hampton	1,690	165	1,855	1,185	1,743	2,928
Horry	2,786	751	3,537	475	564	1,039
Kershaw	2,011	304	2,315	1,204	1,483	2,687
Lancaster	2,214	360	2,574	936	1,311	2,247
Laurens	3,219	315	3,534	1,584	2,731	4,315
Lexington	3,668	332	4,000	1,053	1,071	2,124
Marion	3,210	645	3,855	1,542	1,635	3,177
Marlboro	2,164	441	2,605	1,198	1,776	2,974
Newberry	2,364	104	2,468	1,507	2,442	3,949
Oconee	2,994	707	3,701	616	585	1,201
Orangeburg	3,958	303	4,261	4,057	3,914	7,971
Pickens	2,497	689	3,186	464	534	998
Richland	4,368	315	4,683	3,248	2,763	6,011
Saluda	1,827	182	2,008	673	1,224	1,897
Spartanburg	8,124	1,646	9,770	1,879	2,373	4,252
Sumter	2,881	281	3,162	3,625	3,402	7,027
Union	2,129	418	2,547	1,195	1,530	2,725
Williamsburg	2,108	510	2,618	1,260	1,873	3,133
York	3,801	485	4,286	1,669	2,473	4,142
Total	111,685	15,711	127,396	69,201	83,594	152,795

South Carolina, in 1900, had 127,396 native white voters, of whom 15,711 were illiterate, or 12.3 per cent. The counties of Horry, Pickens, and Chesterfield had more than 20 native white illiterate voters out of every 100 native white voters.

FLORIDA.

	Native White Voters, 1900.			Negro Males, 21 Years old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Alachua	3,117	235	3,352	2,961	1,936	4,897
Baker	597	88	685	279	161	440
Bradford	1,513	221	1,734	529	369	898
Brevard	1,066	18	1,084	301	73	374
Calhoun	616	123	739	402	283	685
Citrus	745	39	784	808	487	1,295
Clay	682	125	807	361	213	574
Columbia	1,668	160	1,828	1,054	1,086	2,140
Dade	1,012	10	1,022	399	74	473
De Soto	1,559	157	1,716	166	110	276
Duval	4,312	124	4,436	4,671	1,531	6,202
Escambia	3,452	270	3,722	1,960	1,239	3,199
Franklin	590	46	636	385	322	707
Gadsden	1,221	112	1,333	1,068	911	1,979
Hamilton	1,362	170	1,532	770	732	1,502
Hernando	461	25	486	340	306	646
Hillsboro	5,052	94	5,146	1,579	559	2,138
Holmes	1,027	357	1,384	226	229	455
Jackson	1,969	405	2,374	1,160	1,388	2,548
Jefferson	788	50	838	1,023	1,352	2,375
Lafayette	769	186	955	194	111	305
Lake	1,158	45	1,203	543	306	849
Lee	666	59	725	44	17	61
Leon	915	54	969	1,326	1,941	3,267
Levy	1,087	165	1,252	714	313	1,027
Liberty	313	44	357	207	215	422
Madison	1,300	197	1,497	885	871	1,756
Manatee	1,147	11	1,158	174	29	203
Marion	2,382	76	2,458	2,383	1,716	4,099
Monroe	1,302	77	1,379	274	109	383
Nassau	980	75	1,055	993	511	1,504
Orange	1,711	91	1,802	794	277	1,071
Osceola	593	64	657	71	55	126
Pasco	916	101	1,017	392	302	694
Polk	2,286	95	2,381	825	375	1,200
Putnam	1,466	60	1,526	1,092	465	1,557
St. John	1,323	62	1,385	772	274	1,046
Santa Rosa	1,368	310	1,678	326	324	650
Sumter	958	53	1,511	440	347	787
Suwanee	1,573	184	1,757	887	631	1,518
Taylor	578	192	770	59	61	120
Volusia	1,609	55	1,664	610	326	936
Wapulla	484	73	557	479	291	770
Walton	1,460	221	1,681	474	150	624
Washington	1,418	287	1,705	421	320	741
Total	62,571	5,666	68,237	35,821	23,698	59,519

NOTES: Florida, in 1900, had 68,237 native white voters, of whom 5,666 are illiterate, or 8.3 per cent.

The counties of Taylor and Holmes had more than 20 native white illiterate voters out of every 100 native white voters.

The total population of Florida, white and black, in 1900, was 528,542.

The total population ten years of age and over, white and black, was 385,490. The total number of illiterates, ten years of age and over, was 84,285; therefore, the Census

declares the percentage of illiterates to be 21.9 per cent., because 84,285 is 21.9 per cent. of 385,490. In this calculation the population under ten years of age is not taken into account.—See Census 1900, Vol. II, Part II, Page C, Table LIV.

Total white population of Florida, ten years of age and over, was 197,973. White illiterates were 17,039, or 8.6 per cent.—See Census 1900, Vol. II, Part II, Page CIII, Table LVII.

The total negro population of Florida, ten years of age and over, was 168,980. There were 65,101 illiterates, or 38.5 per cent.—See

Census 1900, Vol. II, Part II, Page CIV, Table LIX.

The total foreign white population, ten years of age and over, was 18,537. There were 21,045 illiterates, or 11.6 per cent.—See Census 1900, Vol. II, Part II, Page CIV, Table LVIII.

It is necessary to note that in making up the illiteracy table for Florida the Director of the Census does not consider 143,052 persons under ten years of age. Of course this is done with reference to all the states. It is manifestly apparent why persons under ten years of age are not taken into account.

GEORGIA.

	Native White Voters, 1900.			Native Negro Males, 21 Yrs. old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Appling	1,545	278	1,823	575	403	978
Baker	397	73	470	435	662	1,097
Baldwin	1,741	219	1,960	754	1,726	2,480
Banks	1,435	345	1,780	203	232	435
Bartow	2,596	639	3,235	544	743	1,287
Berrien	2,609	438	3,047	882	800	1,682
Bibb	5,487	298	5,785	3,416	2,724	6,140
Brooks	1,693	92	1,785	1,082	1,135	2,217
Bryan	629	54	683	312	427	739
Bulloch	2,462	251	2,713	911	1,338	2,249
Burke	1,331	96	1,427	2,109	3,174	5,283
Butts	1,312	84	1,396	542	758	1,300
Calhoun	541	31	572	401	992	1,393
Camden	509	84	593	672	576	1,248
Campbell	1,286	174	1,460	254	388	642
Carroll	4,087	587	4,674	458	582	1,040
Catoosa	1,076	176	1,252	60	52	112
Charlton	484	90	574	127	110	237
Chatham	7,169	109	7,278	7,086	4,315	11,401
Chattahoochee ...	425	22	447	238	510	748
Chattooga	1,946	406	2,352	247	235	482
Cherokee	2,521	440	2,961	140	126	266
Clarke	1,762	149	1,911	1,006	871	1,877
Clay	607	41	648	427	625	1,052
Clayton	1,178	83	1,261	330	512	842
Clinch	977	174	1,151	779	619	1,398
Cobb	3,476	436	3,912	718	782	1,500
Coffee	1,814	332	2,146	1,041	768	1,809
Colquitt	1,903	430	2,333	618	579	1,197
Columbia	638	71	709	482	1,102	1,584
Coweta	2,302	274	2,576	1,209	1,689	2,898
Crawford	888	146	1,034	383	689	1,072

Dade	828	117	945	107	105	222
Dawson	810	227	1,037	13	23	36
Decatur	2,632	450	3,082	1,439	1,865	3,304
De Kalb	3,031	301	3,332	778	852	1,630
Dodge	1,384	337	1,721	541	719	1,260
Dooly	2,409	335	2,744	1,078	2,263	3,341
Dougherty	677	18	605	946	1,713	2,659
Douglas	1,219	235	1,454	227	251	478
Early	1,097	190	1,287	757	1,201	1,958
Echols	434	82	516	112	213	325
Effingham	1,005	63	1,068	353	532	885
Elbert	1,963	291	2,254	843	1,206	2,049
Emanuel	2,404	351	2,755	846	1,160	2,006
Fannin	1,725	533	2,258	38	30	68
Fayette	1,238	205	1,443	267	405	672
Floyd	4,338	663	5,001	1,258	1,211	2,469
Forsyth	1,738	348	2,086	100	114	214
Franklin	2,315	540	2,855	405	434	839
Fulton	17,574	738	18,312	6,135	4,195	10,330
Gilmer	1,657	442	2,090	13	4	17
Glascock	516	149	665	106	176	282
Glynn	1,277	31	1,308	1,479	1,031	2,510
Gordon	2,397	366	2,763	161	156	317
Greene	1,218	57	1,275	643	1,515	2,158
Gwinnett	3,719	918	4,637	371	506	877
Habersham	2,130	402	2,532	202	182	384
Hall	3,247	588	3,835	382	298	680
Hancock	1,024	100	1,124	931	1,474	2,405
Haralson	1,781	390	2,171	199	145	344
Harris	1,377	62	1,439	904	1,427	2,331
Hart	1,707	417	2,124	380	457	837
Heard	1,264	268	1,532	326	452	778
Henry	1,883	211	2,094	839	1,035	2,874
Houston	1,346	75	1,421	1,095	2,346	3,441
Irwin	1,954	236	2,190	648	605	1,253
Jackson	3,103	545	3,649	658	875	1,533
Jasper	1,187	112	1,299	624	1,230	1,854
Jefferson	1,329	148	1,477	867	1,332	2,199
Johnson	1,256	228	1,484	369	515	884
Jones	784	103	887	750	933	1,683
Laurens	2,770	448	3,218	1,014	1,375	2,389
Lee	395	22	417	590	1,387	1,977
Liberty	923	97	1,020	1,034	779	1,813
Lincoln	667	30	697	160	608	768
Lowndes	2,014	211	2,225	1,233	1,251	2,484
Lumpkin	1,123	410	1,533	46	64	110
McDuffie	746	104	850	365	883	1,248
McIntosh	361	12	373	531	709	1,240
Macon	918	112	1,030	529	1,370	1,809
Madison	1,675	392	2,067	254	527	781
Marion	859	144	1,003	370	715	1,085
Meriwether	1,904	243	2,147	775	1,912	2,687
Miller	627	171	798	231	435	666
Milton	1,070	252	1,322	69	96	165
Mitchell	1,301	202	1,503	634	1,048	1,682
Monroe	1,537	67	1,604	745	1,756	2,501
Montgomery	1,975	234	2,209	787	883	1,670
Morgan	1,186	74	1,260	701	1,530	2,231
Murray	1,375	353	1,728	33	53	86
Muscogee	3,309	199	3,508	1,466	1,760	3,226
Newton	1,697	262	1,959	685	909	1,594

Oconee	868	135	1,003	286	612	898
Oglethorpe	1,293	103	1,396	820	1,586	2,406
Paulding	1,934	556	2,490	138	166	304
Pickens	1,348	394	2,742	44	35	79
Pierce	997	218	1,215	303	345	648
Pike	1,916	173	2,089	804	1,081	1,885
Polk	2,368	498	2,866	640	489	1,129
Pulaski	1,420	281	1,701	822	1,510	2,332
Putnam	810	39	849	554	1,325	1,879
Quitman	273	28	301	237	409	646
Rabun	966	264	1,230	16	18	34
Randolph	1,192	125	1,317	789	1,353	2,142
Richmond	6,456	425	6,881	3,522	2,787	6,309
Rockdale	943	67	1,010	246	407	653
Schley	423	37	460	320	353	673
Screven	1,626	257	1,883	941	1,360	2,301
Spalding	1,910	101	2,011	1,028	872	1,900
Stewart	919	57	786	782	1,365	2,147
Sumter	1,830	83	1,913	1,537	2,354	3,891
Talbot	862	38	900	467	1,070	1,537
Taliaferro	532	33	565	368	702	1,070
Tattnall	2,590	320	2,910	907	959	1,866
Taylor	992	124	1,116	356	579	935
Telfair	1,225	122	1,347	454	454	908
Terrell	1,291	85	1,376	1,090	1,641	2,731
Thomas	2,715	314	3,029	1,672	1,832	3,504
Towns	770	186	956	4	10	14
Troup	1,983	110	2,093	1,044	1,896	2,940
Twiggs	555	143	698	397	748	1,145
Union	1,269	393	1,662	14	10	24
Upson	1,307	159	1,466	422	1,004	1,426
Walker	2,656	473	3,129	409	350	759
Walton	2,378	406	2,784	614	1,109	1,723
Ware	1,793	235	2,028	879	590	1,469
Warren	830	127	957	494	966	1,460
Washington	2,197	291	2,488	1,231	2,117	3,348
Wayne	1,334	128	1,462	331	266	597
Webster	478	68	546	257	524	781
White	888	194	1,082	92	34	126
Whitfield	2,412	488	2,900	208	173	381
Wilcox	1,336	215	1,551	548	562	1,110
Wilkes	1,443	70	1,513	848	2,048	2,896
Wilkinson	1,131	174	1,305	408	787	1,195
Worth	2,013	312	2,325	928	1,340	2,268
Total	238,707	32,082	270,789	97,261	125,678	222,939

Georgia, in 1900, had 270,789 native white voters, of whom 32,082 were illiterate, or 11.8 per cent.

The counties of Murray, Twiggs, Gilmer, Miller, Rabun, Dawson, Paulding, Glascock, Pickens, Fannin, Union, and Lumpkin, had more than 20 white illiterate voters out of every 100 native white voters.

NORTH CAROLINA.

The following table gives the adult native male illiterate population of North Carolina by counties. At a glance you can see how many white voters in each county could not read and write in 1900:

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiterate's 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Alamance	18,939	6,733	558	4,373	12.7	739	1,338
Alexander	10,104	850	373	2,115	17.6	94	170
Alleghany	7,293	466	302	1,521	19.8	50	92
Anson	10,196	11,674	352	2,287	15.4	1,168	2,073
Ashe	18,897	684	822	3,837	21.3	68	122
Beaufort	15,066	11,336	568	3,742	15.1	1,336	2,567
Bertie	8,717	11,821	378	2,137	17.6	1,247	2,204
Bladen	9,452	8,223	334	2,108	15.4	697	1,405
Brunswick	7,613	5,044	332	1,759	18.8	537	1,074
Buncombe	36,107	8,120	1,135	8,137	13.9	735	1,869
Burke	15,023	2,676	752	3,287	22.5	264	464
Cabarrus	16,355	6,101	453	3,601	12.6	666	1,219
Caldwell	13,751	1,931	646	2,957	21.8	198	380
Camden	3,238	2,191	175	801	22.0	239	476
Carteret	9,684	2,127	377	2,459	15.3	185	457
Caswell	6,829	8,199	306	1,657	18.4	1,125	1,657
Catawba	19,148	2,985	606	3,931	15.4	286	574
Chatham	15,573	8,339	630	3,005	17.7	868	1,551
Cherokee	11,301	432	578	2,419	23.8	51	91
Chowan	4,406	5,850	207	1,082	19.1	715	1,245
Clay	4,398	134	220	924	23.7	13	31
Cleveland	20,258	4,820	955	4,321	22.1	560	1,012
Columbus	14,541	6,476	629	3,156	19.9	458	1,222
Craven	9,613	14,543	351	2,411	14.5	1,627	3,332
Cumberland	16,677	12,571	563	3,823	14.7	1,046	2,362
Currituck	4,752	177	199	1,228	16.2	210	418
Dare	4,183	574	227	1,065	21.2	71	146
Davidson	20,220	3,174	975	4,499	21.5	388	674
Davie	9,476	2,635	467	2,178	21.4	308	569
Duplin	13,877	8,528	757	3,271	23.1	854	1,457
Durham	16,483	9,749	590	3,870	15.2	1,136	2,120
Edgecomb	10,004	16,584	474	2,496	18.9	2,177	3,493
Forsyth	24,718	10,541	965	5,927	16.2	1,073	2,482
Franklin	12,678	12,438	746	3,065	24.3	1,302	2,416

SOUTHERN EDUCATION

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiterate's 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Gaston	20,661	7,242	621	4,398	14.1	704	1,538
Gates	5,669	4,804	319	1,287	24.7	503	831
Graham	4,190	26	191	838	22.8	2	3
Granville	11,376	11,887	404	2,592	19.0	1,390	2,258
Greene	6,260	5,778	383	1,502	25.6	685	1,185
Guilford	27,969	11,103	758	6,923	10.9	1,088	2,499
Halifax	11,060	19,733	377	2,855	13.2	2,750	4,394
Harnett	10,930	5,058	516	2,431	21.2	486	896
Haywood	15,609	613	799	3,264	24.4	50	134
Henderson	12,345	1,759	393	2,685	14.6	185	384
Hertford	5,895	8,391	290	1,434	20.1	889	1,572
Hyde	5,264	4,014	196	1,290	15.1	394	806
Iredell	21,732	7,332	646	4,839	13.3	827	1,529
Jackson	10,922	591	609	2,353	25.8	61	127
Johnston	24,079	8,171	1,294	5,382	24.0	921	1,618
Jones	4,466	3,760	192	1,098	17.4	331	742
Lenoir	10,592	8,046	545	2,594	20.9	897	1,697
Lincoln	12,537	2,961	485	2,613	18.5	239	567
McDowell	10,673	1,893	462	2,297	20.1	205	366
Macon	11,431	673	479	2,319	20.6	69	116
Madison	20,086	551	1,076	4,068	26.4	53	133
Martin	8,056	7,327	408	1,904	21.4	908	1,498
Mecklenburg	31,393	23,873	653	7,340	8.8	2,585	5,059
Mitchell	14,685	536	816	2,970	27.4	62	126
Montgomery	10,515	3,682	506	2,402	21.0	417	767
Moore	15,773	7,849	489	3,627	13.4	737	1,592
Nash	14,856	10,619	814	3,542	22.9	1,313	2,283
New Hanover	12,663	13,109	162	3,159	5.1	1,202	3,108
Northampton	9,031	12,118	425	2,281	18.6	1,450	2,470
Onslow	8,330	3,610	426	2,044	20.8	3,000	704
Orange	9,429	5,261	412	2,306	17.8	611	1,104
Pamlico	5,408	2,637	239	1,275	18.7	254	581
Pasquotank	6,630	7,027	221	1,651	13.3	719	1,525

Pender	6,472	6,909	255	1,542	16.5	704	1,309
Pergumans	5,088	5,003	200	1,207	17.0	422	1,003
Person	9,662	7,023	601	2,125	28.2	963	1,297
Pitt	15,397	15,492	815	3,788	21.5	1,804	3,080
Polk	5,797	1,207	303	1,279	23.6	118	227
Randolph	24,560	3,672	1,037	5,502	18.8	361	755
Richmond	8,092	7,763	279	1,890	14.7	910	1,572
Robeson	19,577	16,917	855	4,551	18.7	1,601	3,200
Rockingham	21,544	11,617	985	4,862	20.2	1,383	2,256
Rowan	22,948	8,115	633	5,402	11.7	961	1,880
Rutherford	20,659	4,441	762	4,450	17.1	377	849
Sampson	17,250	9,130	933	3,964	23.5	877	1,526
Scotland	5,709	6,710	263	1,365	19.2	772	1,314
Stanly	13,421	1,799	513	2,709	21.8	174	380
Stokes	16,875	2,991	1,174	3,003	32.9	406	594
Surry	22,609	2,904	1,411	4,989	28.2	333	594
Swain	7,352	174	394	1,545	25.4	15	35
Transylvania	6,005	615	175	1,338	13.0	63	128
Tyrell	3,518	1,462	187	844	22.1	156	321
Union	19,157	7,999	681	4,042	16.8	844	1,509
Vance	6,929	9,755	281	1,671	16.8	1,071	1,842
Wake	30,267	24,358	1,358	7,584	17.9	2,528	5,083
Warren	6,082	13,069	185	1,393	13.2	1,365	2,441
Washington	5,242	5,366	234	1,267	18.4	573	1,136
Watauga	13,026	391	578	2,686	21.5	49	84
Wayne	17,934	13,419	758	4,159	18.2	1,262	2,785
Wilkes	24,435	2,437	1,597	5,073	30.9	239	447
Wilson	13,691	9,905	764	3,290	23.1	1,193	2,066
Yadkin	12,895	1,187	660	2,826	33.3	137	261
Yancey	11,181	283	797	2,294	30.8	41	65

North Carolina has 286,812 native white voters, 54,334 of whom are illiterate; percentage of illiteracy, 18.9. There are forty-three counties in North Carolina in which the illiterate native white voters are in excess of 20 out of every 100. Those counties are: Hertford, with 20.1 in every 100; Rockingham, 20.2; Macon, 20.6; Onslow, 20.8; Lenoir, 20.9; Montgomery, 21; Dare, 21.2; Harnett, 21.2; Ashe, 21.3; Davie, 21.4; Martin, 21.4; Davidson, 21.5; Pitt, 21.5; Watauga, 21.5; Caldwell, 21.8; Stanley, 21.8; Camden, 22; Cleveland, 22.1; Tyrrell, 22.1; Burke, 22.5; Graham, 22.8; Nash, 22.9; Duplin, 23.1; Wilson, 23.1; Yadkin, 23.3; Sampson, 23.5; Polk, 23.6; Clay, 23.7; Cherokee, 23.8; Johnston, 24; Franklin, 24.3; Haywood, 24.4; Gates, 24.7; Swain, 25.4; Greene, 25.6; Jackson, 25.8; Madison, 26.4; Mitchell, 27.4; Person, 28.2; Surry, 28.2; Yancey, 30.8; Wilkes, 30.9; Stokes, 32.9.

TEXAS.

There were, in 1900, 514,188 native white male persons of voting age in Texas, 30,017 of whom were illiterate, or 5.8 per cent. There were, in 1900, 136,265 native negro male persons of voting age, 61,468 of whom were illiterate, or 44.3 per cent.

The following counties had more than 20 native white illiterate voters out of every 100 native white voters in 1900: Refugio, 20; Zavalla, 21;

Wilson, 21; Uvalde, 23; Dimmit, 23; Live Oak, 24; McMullen, 24; Bee, 24; Frio, 24; Karnes, 26; Jeff Davis, 28; Atascosa, 29; El Paso, 30; Valverde, 32; Brewster, 32; Kinney, 33; Nueces, 36; Maverick, 37; San Patricio, 39; Pecos, 40; Ward, 40; La Salle, 40; Reeves, 41; Zapata, 42; Presidio, 43; Duval, 45; Webb, 49; Cameron, 50; Storr, 52; Hidalgo, 53.

VIRGINIA.

There were, in 1900, 290,294 native white voters in Virginia, 35,327 of whom were illiterate, or 12.1 per cent. There were 146,013 native negro male persons of voting age, 76,746 of whom were illiterate, or 52.5 per cent.

There were fifteen counties in Virginia in which there were more than 20 native white illiterate voters out of every 100 native white voters, as follows: Pittsylvania, 20.2; Smyth, 20.6; Wythe, 21; Washington, 21; Gloucester, 23; Carroll, 23; Franklin, 23; Lee, 24; Stafford, 24; Scott, 25; Dickenson, 25; Russell, 26; Patrick, 31; Greene, 31; Buchanan, 35.

THE FIELD.

INTERESTING EDUCATIONAL NEWS
HAPPENINGS THROUGHOUT THE
SOUTH.

On May 4th, 1903, Cherryville, North Carolina, voted a local school tax, 91 citizens for and 35 against the tax. On the same day Chapel Hill, the seat of the University of

North Carolina, voted a local school tax by a majority of one vote.

With the proposition to vote a local school tax at Hope Mills, Cumberland County, North Carolina, was coupled the other proposition to consolidate three school districts into one. Both propositions were approved on May 12 and Hope Mills, a factory town, will have graded schools next year and a nine months' school term.

New Iberia, Louisiana, is taking steps to build a \$60,000 public school house.

A RURAL GRADED SCHOOL.

Four years ago there were three indifferent country public schools in the Cross section of Berkeley County, South Carolina. The school houses were poor, the furniture was poor, and the teachers were poor, too, being paid \$25 each, per month, for only three months in the year.

But the three schools were consolidated into one. A principal who was thoroughly consecrated and in earnest was elected and given two assistants. The school term this year will be eight months. The one school building is neat and comfortable, where before all three buildings were anything but comfortable. The value of the school property has been greatly increased, the children of the community, which is entirely rural, have the advantages of a graded school, and the

same teachers who have been teaching for the past four years at Cross will teach there again next year at increased salaries.

Mr. Isaac Marshe is principal of the Cross Rural Graded School. Mr. C. W. Sanders is superintendent of Berkeley County. Are not men who do things like this as great benefactors as the men who erect cotton mills and build railroads?

RURAL LIBRARIES.

POLK COUNTY, TENNESSEE, ESTABLISHES 39 OF THEM.

For several months past Supt. J. D. Clemmer, of Polk County, Tennessee, has been urging the establishment of rural libraries in his county schools. The result is that 39 rural libraries, aggregating 1,638 volumes, with suitable book-cases, will be established in Polk County on July 1, 1903. The total cost of the 39 libraries will be \$1,857.50, payable in three yearly installments, an arrangement which does not seriously lessen the ordinary school fund or the length of the school term and yet makes a library possible in almost all the rural schools of Polk County.

Verily, the day of the country boy is coming in the South. Think of the influence of such books as Robinson Crusoe, Tom Brown's School Days, Pilgrim's Progress, Irving's Washington, Creasy's Decisive Battles, Franklin's Autobiography, and Swiss Family Robinson in a heretofore bookless community!

SOLUTION: RURAL SCHOOL
LIBRARIES.

The following letter was recently written the editor of the *Progressive Farmer*, Raleigh, N. C., by a young North Carolina preacher, and gives the best reason for establishing rural school libraries we have seen: "In this age of practical ideas we need more ministering to the spiritual side of man. By 'spiritual,' I do not mean 'religious' exactly, but man's 'upper side,' whether religious, moral or æsthetic. I was reared in the country, and was many a time hungry for communion with some great soul. I look around my library now sometimes and wish I could scatter some of its rich contents into the lonely country homes where sensitive young souls are starving for the bread of the higher life. I congratulate you on your opportunity to do what I would rejoice in doing myself. Noble poems and choice prose from master writers do more to stimulate education than any number of dry didactic articles on that subject. High ideals and exalted visions put men to climbing sooner than any amount of sober and well-meant exhortation."

"There are 150,000 negroes in the South who own farms and 28,000 more who partly own their farms. In 1901, 1,141,135 acres of land in Georgia were owned by negroes. This land was assessed at \$15,629,181.00. In 1890 the ne-

groes in the United States had \$8,-784,637.00 invested in business. Ten years before they had \$5,691,-137.00. In 1880 30 per cent. of the negroes ten years of age and over could read and write; in 1890 42.9 per cent. ten years of age and over could read and write; in 1900 55.5 per cent. ten years of age and over could read and write."—*Southern Workman*.

"Since 1871 the South has spent \$650,000,000 for public education. Of that sum \$121,000,000 was appropriated to the negro public schools."—*Baltimore Sun*.

Eighteen new rural school libraries were established 'in North Carolina last week, making in all 461 free rural school libraries established in North Carolina since March, 1901. The following is the distribution of the recently established libraries: Buncombe County, 1; Halifax, 1; Martin, 1; Mitchell, 1; Polk, 1; Watauga, 2; Surry, 1; Wilkes, 2; Nash, 2; Forsyth, 6.

The latest election returns indicate that there are now 110 local tax towns and districts in North Carolina, an increase of 72 in two years. Local tax elections are now pending in 20 towns and districts, while there are 136 other towns and districts in which a vote on the question will likely occur before the end of this year.

Florence, South Carolina, is planning to have a great educational

rally on July 4th, in which Governor Heyward, State Superintendent Martin, and the neighboring city and county superintendents will participate. July 4th is a good day for an educational rally. The day on which the freedom of the colonies was proclaimed is a good day to consider ways and means to free the children from the curse of ignorance.

At Eastover, Richland County, South Carolina, an educational rally was held on May 8th, at which Gov. Heyward, Lieut.-Gov. Sloan, State Supt. Martin, and others spoke.

The business men of Blackshear, Pierce County, Georgia, met recently and resolved to have an educational rally at Blackshear on June 3rd. Hon. Hoke Smith, of Atlanta, Georgia, and Rev. Dr. R. C. Reed, of Columbia, South Carolina, will be among the speakers invited.

The North Carolina Woman's Association for the Betterment of Public School Houses recently elected the following officers: President, Mrs. W. R. Hollowell, Goldsboro; Vice-President, Miss Laura Kirby, Kinston; Recording Secretary, Miss Mamie Buys, New Bern; Corresponding Secretary, Miss Mary Taylor Moore, Mt. Airy; Treasurer, Mrs. J. A. Anthony, Shelby.

The patrons of three public

schools in Christiansburg district, Montgomery County, Virginia, met at Pilot, on May 9th, to discuss the subject of consolidating the three schools of Middle Ridge, Golden Hill and Pilot into one. After discussing the advantages and disadvantages of consolidation a vote was taken and 18 voted for consolidation and four against it. It is thought that all three of the schools will be consolidated at the beginning of the fall term. County Superintendent J. H. Stephens is urging consolidation in Montgomery County and the prospects are that he will be successful.

The parish school board of Caldwell Parish, Louisiana, recently voted to give each teacher who attends the Northeast Louisiana Normal School this summer \$15 extra pay. There are six districts in Caldwell parish which now have a local tax for public schools.

The fourth ward (township) of Bienville Parish, Louisiana, recently voted for the second time a local school tax of five mills for ten years.

The summer school for the teachers of Newberry County, South Carolina, will begin on June 22 and continue four weeks. The school will be held in Boundary Street Graded School, Newberry.

On May 18, the town of Fayetteville, North Carolina, voted a local

tax for public schools of 25 cents on the \$100 worth of property and 75 cents on each poll, and in addition voted to issue \$10,000 worth of bonds for public school buildings. The tax and bond propositions were carried by 12 to 1.

The Northeast Summer School and Chautauqua will be held at Monroe, Louisiana, from June 8 to July 3, 1903. Courses of study will be offered in psychology, child study, history of education, school economy, as well as in manual training, domestic science, kindergarten and mechanical drawing. There will also be courses of study offered in the usual academic branches.

The trustees of Friendship school, Anderson, South Carolina, have ordered an election on the question of levying an additional three mills tax for school purposes. The idea is to enlarge the present school territory and consolidate all the schools in the Friendship district.

The Carolina Industrial and Training School for Colored Youth will be established at St. Georges, South Carolina, with the beginning of the new school year. Agricultural and mechanical pursuits will be a feature of this school. So far the ground and material for the buildings have been secured by the efforts of colored persons alone. Up to this time all donations have been given by colored people in the vicinity of St. Georges.

Four of the wards of Catahoula parish, Louisiana, have voted special taxes for the support of the public schools and the fifth ward will vote on the same question during the month of May.

The Assumption Pioneer, Napoleonville, Louisiana, in its issue of May 16th, says: "The educational meeting, which was held Saturday at Plattenville, was largely attended. Thomas Truxillo, principal of the Plattenville school, welcomed the visitors. Gen. Leon Jastremski addressed the audience in French, and spoke at length upon the advantages of education. He made a strong plea for local taxation. He delighted his audience, and was frequently applauded. Hon. John Marks spoke in English. He spoke for forty-five minutes, and made an eloquent plea for education. Rev. Jules Bouchet and Prof. Dupuy made short addresses. A fine musical programme was rendered."

Chipley, Georgia, will vote soon on the question of levying a local tax for public schools.

The Boomer school district, Wilkes County, North Carolina, will vote on the question of levying a local tax for public schools, June 9th. There is every indication that the vote will be favorable to the levy of the tax.

The annual picnic at Cooley's Bridge, South Carolina, will be held May 30th. Gov. Heywood will make an educational address. People of Abbeville, Anderson, Greenwood, and Greenville counties attend this gathering.

Harmony Grove, Georgia, voted almost unanimously, on May 16th, to issue \$6,000 worth of bonds to rebuild the public school house at that place, which was recently destroyed by fire.

Martinsville, Virginia, will shortly vote on the question of issuing bonds for the purpose of erecting a good, comfortable public school building in that town.

County Superintendent M. L. Duggan, of Hancock County, Georgia, will conduct a vigorous educational campaign in his county this summer. He will be assisted by Judge H. M. Holden, Col. J. E. Pottle, President J. H. Chappel, Congressman Hardwick, and State Superintendent Merritt.

At an educational rally held at Green Hill, Lauderdale County, Alabama, on May 16th, a public school house building association was formed, whose object will be to erect a commodious public school building at Green Hill, equipped with modern furniture and school appliances. The principal address of the occasion was made by Dr. W. J. Kernochan, of Florence, who strongly urged the consolidation of

small schools into larger ones. Revs. E. D. McDougall, S. E. Wasson, and F. H. Watkins, and Mr. R. T. Simpson, Jr., also made addresses.

THE MISSION OF THE SCHOOL.

"Without undervaluing any other human agency, it may be safely affirmed that the common school, improved and energized as it can easily be, may become the most effective and benignant of all the forces of civilization. Two reasons sustain this position. In the first place, there is a universality in its operation, which can be affirmed of no other institution whatever. If administered in the spirit of justice and conciliation, all the rising generation may be brought within the circle of its reformatory and elevating influences. And, in the second place, the materials upon which it operates are so pliant and ductile as to be susceptible of assuming a greater variety of forms than any other earthly work of the Creator. The inflexibility and ruggedness of the oak, when compared with the lithe sapling or the tender germ, are but feeble emblems to typify the docility of childhood when compared with the obduracy and intractableness of man. It is these inherent advantages of the common school, which, in our own State, have produced results so striking, from a system so imperfect, and an administration so feeble."—HORACE MANN.

TRUE STATESMANSHIP.

"And he is not worthy to be called a statesman, he is not worthy to be a lawgiver or leader among men, who, either through the weakness of his head or the selfishness of his heart, is incapable of marshall-ing in his mind the great ideas of knowledge, justice, temperance, and obedience to the laws of God, on which foundation alone the structure of human welfare can be erected; who is not capable of organizing these ideas into a system, and then of putting that system into operation, as a mechanics does a machine. This only is true statesmanship."—HORACE MANN.

MAKE THE SCHOOLS
BETTER.

"And if there is any one thing for which the friends of humanity have reason to join in a universal song of thanksgiving to Heaven, it is that there is a large and an increasing body of people who can not be beguiled or persauaded into the belief that our common schools are what they may and should be; and who, with the sincerest goodwill and warmest affections towards the higher institutions of learning, are yet resolved that the education of the people at large—of the sons and daughters of farmers, mechanics, tradesmen, operatives, and laborers of all kinds—shall be carried to a point of perfection indefinitely higher than it has yet reached."—HORACE MANN.

POVERTY UNNECESSARY.

"Poverty is a public as well as a private evil. There is no physical law necessitating its existence. The earth contains abundant resources for ten times—doubtless for twenty times — its present inhabitants. Cold, hunger, and nakedness are not, like death, an inevitable lot."—HORACE MANN.

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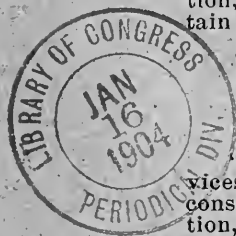


Southern Education

(Louisiana Edition)

"Education—a debt due from present to future generations."
—George Peabody.

"The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right."
—Constitution of North Carolina.



"The riches of the commonwealth
Are free, strong minds and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain."

"If the children are untaught, their ignorance and vices will, in the future life, cost us much dearer in their consequences, than it would have done, in their correction, by a good education."
—Thomas Jefferson.

"For every pound you save in education, you will spend five in prosecutions, in prisons, in penal settlements."
—Lord Macaulay.

"The life or death of the State means the intelligence or ignorance of the citizen."
—Dr. J. L. M. Curry.

Local Taxation

Money Value of Education

Louisiana Constitution and Schools

Digest of Louisiana School Laws

Illiteracy Statistics

Supervision and Consolidation Data

Editorial and Miscellaneous

The Field

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

Education the Right of Children.

Every human being has an absolute, indefeasible right to an education; and there is the correlative duty of government to see that the means of education are provided for all. Government protects childhood, but childhood has more than physical wants. Infanticide is prohibited, but life is not worth living unless instruction supervenes. Otherwise, no true life, no real manhood. It is a travesty on manhood to make a brutal prize-fighter its representative. Education is due from government to children. The school is supplementary to family, to churches, in the province of education. Society rests upon education in its comprehensive meaning. Man must be educated out of, lifted above animal impulses—a state of nature—and made to respect social forms, the rights and duties of persons and property. Education is to prepare the individual for life in social institutions. Crime and ignorance and non-productiveness are antagonistic to society. A child can not choose his parents, his environments; and the state of which he is to be a member should give him an education, “to awaken to the consciousness of the higher self that exists within him.” The first necessity of civilization is a system of universal education.—DR. J. L. M. CURRY to Louisiana Legislature, 1890.

SOUTHERN EDUCATION BOARD

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Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year 50 cents

Three months 15 cents

**ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.**

Thursday, June 11, 1903

This number of Southern Education has been prepared at the suggestion of the Central Educational Campaign Committee for the promotion of public education in Louisiana, and has the approval of that committee.

CHARLES L. COON,
Editor.

Acadia parish on April 27th voted a five mills tax for public schools. The present assessed value of the property of Acadia is \$4,953,185.00 and the school fund is \$14,395.27. The special tax will mean the addition of \$22,765.93 to the present school fund, making the total school fund for Acadia parish \$37,161.20.

The present school fund of Louisiana outside of Orleans parish is \$908,565.48. A three mills additional local tax in all the par-

ishes would add \$460,540.06 to that fund, increasing it 50 6-10 per cent.

If the parishes of East Baton Rouge, Jefferson, West Carroll and St. Charles would vote a three mills local tax the present school fund of those parishes would be increased more than 100 per cent.

There are twenty-four parishes in Louisiana in which the voting of a three mills local tax for public schools would increase the present school fund more than 50 per cent.

In Louisiana, outside of Orleans parish, there were 3,487 public school teachers who received \$616,245.71 during the school year 1900-01, which means that the average annual salary of a public school teacher in Louisiana, during that year was \$176.72, or \$29.45 1-3 per month for an average term of six months. It costs more than \$150 each year to feed and clothe a criminal in the parish jails of Louisiana.

In Louisiana there are more than seventeen illiterate white persons out of every one hundred white persons, in the state, ten years of

age and over. Think of it! Seventeen white people out of every one hundred white people ten years of age and over unable to read and to write.

There are sixty-one negro illiterates in Louisiana out of every one hundred negro persons, ten years of age and over.

There are in Louisiana 25,301 native white illiterate voters out of 152,538 native white voters. That means that there are more than sixteen native white illiterate voters out of every one hundred native white voters, in Louisiana.

There are twenty-one parishes in Louisiana that have more than twenty native white illiterate voters out of every one hundred native white voters. These parishes are: Livingston, Pointe Coupee, Plaquemines, Iberia, St. John the Baptist, St. Bernard, St. James, St. Mary, Avoyelles, St. Charles, Acadia, Ascension, St. Landry, St. Martin, Assumption, Terrebonne, Jefferson, Vermilion, Lafourche, Lafayette and Cameron.

More than half the native white voters in Vermilion and Lafourche parishes are unable to read and to write. More than 40 per cent. of

the native white voters of the parishes of Terrebonne, St. Martin, St. Landry, Lafayette, Assumption and Acadia are unable to read and to write.

Louisiana expends each year the sum of \$1,393,892.00 for 3,267 public schools scattered over an area of 42,420 square miles. The State pays only \$27,860.51, or 2 per cent., of the school fund for supervision. Could anything be more impossible than the proper investment for 2 per cent. of more than one million dollars, scattered over such a wide area and divided up into such small sums? No business man in Louisiana would undertake to guarantee anything like a proper return on such a sum of money for the pitiful sum of \$28,000.00.

The average salary of a parish superintendent of education in Louisiana is \$497.50 per year. That salary means that a great majority of the parish superintendents of education must engage in some other occupation than supervising the schools of the parish. "No man can serve two masters."

There are five parishes in Louisiana that pay their superintendents of education less than they pay the

tax collector for collecting the school fund. There are ten parishes in Louisiana that pay their parish superintendents of education less than they pay the parish treasurers for receiving and paying out the school funds. If it pays railroads and plantation owners to have competent men at good salaries to supervise their business, it ought to pay the parishes of Louisiana to have competent educational experts to supervise the teaching of the future citizens of the state.

The area of the average white school district in Louisiana in 1901, was 19 square miles. The average number of white children to each white district was 89.

The farmers of Washington parish pay 39 1-2 per cent. of the taxes levied in that parish, while the people who are not farmers pay 60 1-2 per cent of the taxes levied. In the division of the school funds of that parish farmers' children receive 90 per cent. of the school funds while children of persons who are not farmers receive 10 per cent. This looks as if a local tax in Washington parish would not be so great a burden on the farming class of that community.

The Franklinton New Era, published in Washington parish, recently asserted that investigation of the crimes committed in that parish and throughout the State of Louisiana would show that 9-10 of the crimes were committed by ignorant and uneducated persons. If that statement is true, then it would pay in dollars and cents for Louisiana to educate every child within her borders.

Horace Mann, declared in 1848, that education was the grand machinery by which the raw material of human nature could be worked up into inventors and discoverers, into skilled artisans and scientific farmers, into scholars and jurists, into founders of benevolent institutions, and into the great expounders of ethical and theological science. That statement is still true, or else the world will cease to make further progress.

A GLIMPSE AT THE PROBLEM.

In every community there are those who declare they would not object to paying higher school taxes, if only better use were made of the present available funds. Let us propose to such opponents of higher school taxes a problem. Washington parish is taken, but

there are many other parishes in which conditions are not very much better. Here is the problem: There are 67 schools, more than 2,500 children to educate; only one school house at present has even comfortable desks; almost every one of the 67 houses either needs repairs, or ought to be torn down and a new house erected; few houses have blackboards, charts, globes or libraries; very few of the 67 houses have even a good stove with which to heat the school rooms. Can any man or woman in Washington parish or in Louisiana with the \$9,000 now available for schools in Washington parish solve the educational problem in Washington parish? The statement of the problem is answer enough, and will doubtless suggest to many the present impossible task of educating the children of the State, unless more money is provided than is now available.

But it may be well to go into details a bit. For 67 schools it takes 67 houses. No very neat, respectable, comfortable school house can be built and equipped any where in the United States for much less than \$500. In order, therefore, to have school houses such as are absolutely necessary Washington parish must spend sixty-seven times \$500, or \$33,500. In the days of Plato school was kept in a grove, but the climate of Louisiana prevents that method of getting rid of the house problem. And

after 67 decent houses have been provided, then 67 teachers must be employed. In Washington parish it takes \$150 per head a year to feed, guard, clothe, and otherwise provide for those confined in the parish jail. A teacher of the children ought to be paid more than \$150 a year. Even that much salary would mean an annual expenditure of \$10,050 for teachers. It is not necessary to continue the details. Education costs money. The right education of the children is a necessity. No patriotic citizen can afford, therefore, to vote less opportunity for his children or the children of his neighbor.

Now, back to the original objection, viz.: that the funds now spent are not well spent. Indeed, the teachers employed, the equipment provided, and the money now expended are all so inadequate it would be simply miraculous, if results were anything but highly unsatisfactory.

THE HOPEFUL THINGS.

The outlook for public education in Louisiana has its bright side as well as its dark side. Many of the obstacles which formerly impeded the progress of the schools are not obstacles any longer. No intelligent people now seriously doubt the wisdom of universal popular education. The leading men of the state, of all professions, are now ready to urge the people every-

where to do all in their power to improve their public schools.

In a number of parishes the consolidation of small schools and the transportation of children has been begun. In more than 100 wards and districts the people have recently voted local taxes to supplement the ordinary public school funds, while at present local tax elections are pending in many other communities.

On April 27, 1903, Acadia parish voted a five mills local tax for ten years, increasing its present school fund of \$14,395.27 by \$24,765.92, making the future available school fund of that parish \$39,161.19. Similar elections are pending in Lafayette and Washington parishes, with good prospects of favorable results. The University of Louisiana, the Normal School at Natchitoches, the Industrial School at Ruston, and the Industrial School at Lafayette are crowded with students, many of whom enter the public school work on the completion of their studies at those schools. Many of the parish boards of education are demanding better professional training of those they employ to teach the children.

The Southern Education Board, through its district director, Dr. Edwin A. Alderman, and the Central Educational Campaign Committee have done much to stimulate the discussion of educational questions and the work of those agen-

cies promises larger things for the future. The Governor of the State, the State Superintendent of Education, the leading jurists, statesmen, and professional men of all classes are to be actively engaged in the educational campaign this summer, as many of them have been in the near past.

The interest in the institutes and summer schools of the State, to be held this summer, gives encouragement to the prophecy that it will not be many years until those who teach the children will have, at least, an elementary professional knowledge of that most important work, for, after all, educational enthusiasm will amount to very little, unless that enthusiasm is directed by trained expert, educational leaders.

Teaching seems to be the only profession or work in the world in which experience and professional preparation are not considered of indispensable importance.—DR. J. L. M. CURRY.

“Sins of teachers are teachers of sin.”

EDUCATION AND PROP- ERTY.

If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called; the latter in fact and in

truth, will be the servile dependents and subjects of the former. But, if education be equally diffused, it will draw property after it by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor. Property and labor in different classes are essentially antagonistic; but property and labor in the same class are essentially fraternal.

—HORACE MANN.

LOUISIANA CONSTITUTION

LEADING PROVISIONS IN REGARD TO PUBLIC EDUCATION.

Art. 231. The General Assembly shall levy an annual poll tax of one dollar upon every male inhabitant in the State between the ages of twenty-one and sixty years, for the maintenance of the public schools in the parishes where collected.

Art. 232. The State tax on property for all purposes whatever, including expense of government, schools, levees and interest, shall not exceed, in any one year, six mills on the dollar of its assessed valuation, and, except as otherwise provided in this Constitution, no parish, municipal or public board tax for all purposes whatsoever, shall exceed in any one year ten mills on the dollar of valuation; provided, that for giving additional support to public schools, and for

the purpose of erecting and constructing public buildings, public school houses, bridges, wharves, levees, sewerage work and other works of permanent public improvement, the title to which shall be in the public, any parish, municipal corporation, ward or school district may levy a special tax in excess of said limitation, whenever the rate of such increase and the number of years it is to be levied and the purposes for which the tax is intended, shall have been submitted to a vote of the property taxpayers of such parish, municipality, ward or school district, entitled to vote under the election laws of the State, and a majority of the same in numbers, and in value voting at such election shall have voted therefor.

Art. 248. There shall be free public schools for the white and colored races, separately established by the General Assembly, throughout the State, for the education of all the children in the State between the ages of six and eighteen years; provided, that where kindergarten schools exist, children between the ages of four and six may be admitted into said schools. All funds raised by the State for the support of public schools, except the poll tax shall be distributed to each parish in proportion to the number of children therein between the ages of six and eighteen years. The General Assembly at its next session

shall provide for the enumeration of educable children.

Art. 249. There shall be elected by the qualified electors of the State a Superintendent of Public Education, who shall hold this office for the term of four years and until his successor is qualified. His duties shall be prescribed by law, and he shall receive an annual salary of two thousand dollars. The aggregate annual expense of his office, including his salary, shall not exceed the sum of four thousand dollars.

Art. 250. The General Assembly shall provide for the creation of a State Board and Parish Board of Public Education. The Parish Boards shall elect a Parish Superintendent of Public Education for their respective parishes, whose qualification shall be fixed by the Legislature, and who shall be ex-officio secretary of the Parish Board. The salary of the Parish Superintendent shall be provided for by the General Assembly, to be paid out of the public school funds accruing to the respective parishes.

Art. 251. The general exercises in the public schools shall be conducted in the English language; provided, that the French language may be taught in those parishes or localities where the French language predominates, if no additional expense is incurred thereby.

Art. 252. The funds derived from the collection of the poll tax shall be applied exclusively to the

maintenance of the public schools as organized under this Constitution, and shall be applied exclusively to the support of the public schools in the parish in which the same shall be collected, and shall be accounted for and paid by the collecting officer directly to the treasurer of the local school board.

Art. 253. No funds raised for the support of the public schools of the State shall be appropriated to or used for the support of any private or sectarian schools.

Art. 254. The school funds of the State shall consist of: 1st. Not less than one and one-quarter mills of the six mills tax levied and collected by the State. 2nd. The proceeds of taxation for school purposes as provided by this Constitution. 3rd. The interest on the proceeds of all public lands heretofore granted or to be granted by the United States for the support of the public schools, and the revenue derived from such lands as may still remain unsold. 4th. Of lands and other property heretofore or hereafter bequeathed, granted or donated to the State for school purposes. 5th. All funds and property, other than unimproved lands, bequeathed or granted to the State, not designated for any other purpose. 6th. The proceeds of vacant estates falling under the law of the State of Louisiana. 7th. The Legislature may appropriate to the same fund the proceeds of public lands not designated or set

apart for any other purpose, and shall provide that every parish may levy a tax for the public schools therein, which shall not exceed the entire State tax; provided, that with such a tax the whole amount of parish taxes shall not exceed the limits of parish taxation fixed by this Constitution.—Louisiana Constitution, 1898.

DIGEST OF SCHOOL LAW.

PROVISIONS OF THE LOUISIANA PUBLIC SCHOOL LAW OF 1902—PROVISIONS RELATING TO LOCAL TAXATION, TRAINING OF TEACHERS, ETC., GIVEN IN FULL.

I. STATE BOARD OF EDUCATION.

1. Members: Governor, Superintendent of Public Education, Attorney General, and seven other citizens, residents of the seven congress districts, appointed by the Governor.

2. Organization of Board: The Governor is president, and the State Superintendent is secretary. There is an assistant secretary appointed by the State Superintendent. Regular meeting is held on first Monday of December each year and at other times when called to meet by State Superintendent.

3. Powers: Appoint a Parish Board of School Directors for each parish, which parish board shall consist of not less than five members, or one from each ward (township) of the parish (county).

Prepare rules and regulations for the government of the public schools of the State, enforce uniformity of text-books, require reports of parish superintendents of education, may remove members of parish boards for malfeasance in office.

II. PARISH SCHOOL DIRECTORS.

1. Term: Appointed by the State Board of Education for four years.

2. Powers: Elect a Parish Superintendent of Education to serve four years at a salary of not less than \$200 and not more than \$1,200 per annum. Appoint, in their discretion, auxiliary visiting trustees for each ward (township) or school district, or school in the parish; report to State Board of Education all deficiencies in the schools, neglect of teachers, or parish superintendent; visit and examine schools of parish, advise trustees, determine number of schools, location of school houses, number of teachers, salaries of teachers. May remove Parish Superintendent for cause.

3. Meetings: First Saturday of January, April, July, October and such other meetings as may be required. Salary \$3 per day and 5c mileage.

4. Other Powers and Duties: May receive and purchase lands, build and repair school houses, may establish graded schools and make rules for their government; may establish high schools, must

give no aid to church or sectarian schools; must lay off all school districts; keep accurate records; may disregard parish and ward lines in creating districts for the greater convenience of children. The president of the board must sign all contracts employing teachers.

III. PARISH SUPERINTENDENT OF EDUCATION.

1. Term and Salary: Elected for four years by Parish Directors. Salary not less than \$200 nor more than \$1,200 per annum. Must be resident of the parish.

2. Duties: Shall visit at least once a year each school in the parish; enforce rules and regulations of State Board of Education; hold all teachers' examinations, assisted by two members of Parish Board or by two persons selected by them. Shall act as secretary of board and keep the records; make annual report to State Superintendent and quarterly reports to parish board; must sign all contracts with teachers in conjunction with president of Parish School Board.

IV. STATE SUPERINTENDENT.

1. Term and Salary: Elected by the people for four years; salary \$2,000 per annum.

2. Powers and Duties: General supervision of the Parish Boards and of all high and normal schools. Is ex-officio member of the board of trustees of all state schools; must make a biennial report to the General Assembly.

V. SCHOOL TREASURER.

1. Term and Salary: The parish treasurer is the school treasurer. Salary is fixed by State Board for each parish, according to area of parish and amount of funds. In no case can the compensation of the treasurer be more than two and one-half per cent. of the funds disbursed.

2. Duties: Must give bond for performance of duty and keep record of all receipts and disbursements and make an annual report to State Superintendent.

VI. TRAINING OF TEACHERS.

Sec. 43. Be it further enacted, etc., That whereas a majority of the public school teachers of the State have not had the advantage of professional training, and whereas the State should make an effort to put this training within the reach of those teachers who by reason of their age, their family ties and other obstacles, cannot pursue the full course of the State Normal School, there shall be established and maintained by the State Institute Fund, in conjunction with the Peabody Institute Fund, Summer Normal Schools in the State, with sessions of not less than four weeks.

Sec. 44. Be it further enacted, etc., That other institutes may be held when ordered by the State Board of Education or under special laws ordering such institutes to be held. These shall be held at any time ordered by authority

between the first day of April and the first day of October. Every teacher of a common school must attend the session upon penalty for non-attendance, and if satisfactory excuse has not been rendered to the parish superintendent, of forfeiting two days' pay. Those session, i. e., those provided for by this section shall not be held during a longer time than four days, during which there shall be a vacation of the common schools of the parishes, to give opportunities to the teachers to attend; and no reduction of the teacher's salary shall be made during said vacation, provided he was in attendance the full time of the session of the institute. These institutes, held under this section, shall, as far as possible, be held in some town centrally located, and teachers from as many parishes as can conveniently attend shall be notified to attend. This notice they shall obey, under the penalty before mentioned. That at each session of the institute every subject embraced in the common school course shall be brought before the institute; also, the whole work of the teacher shall be considered, and the common school laws of the State shall be read and expounded.

Sec. 45. Be it further enacted, etc., That the State Superintendent of Public Education and the President of the State Normal School shall be a Board of State Institute Managers, and in their

discretion shall select an experienced institute conductor who shall have general charge of the summer normal work, and whose services shall be paid for out of the institute fund in such manner as shall be agreed upon by the State Superintendent of Public Education and the principal of the State Normal School.

Sec. 46. Be it further enacted, etc., That the managers of the summer normal schools shall issue certificates of attendance to every teacher present during the whole of their sessions, and the parish boards of school directors shall give preference, other things being equal, to the holders of said certificates in the selection of teachers for the public schools.

Sec. 47. Be it further enacted, etc., That the managers of the State institutes shall make a full report of their work giving the names of teachers in attendance, to the president of the State Normal School, who shall forward the same with a detailed account of all institute funds received and disbursed, to the State Superintendent of Public Education for publication in his biennial report to the General Assembly and to the Board of the Peabody Education Fund.

VII. CERTIFICATES.

Sec. 51. Be it further enacted, etc., That to obtain a third grade certificate the applicant must be

found competent to teach spelling, reading, penmanship, drawing, arithmetic, English grammar, geography, the history of the United States, the Constitution of the United States, the Constitution of the State of Louisiana, physiology and hygiene, with special reference to the effects of stimulants and narcotics upon the human system and the theory and art of teaching.

Sec. 52. Be it further enacted, etc., That to obtain a second grade certificate the applicant must be found competent to teach all the foregoing branches, and also grammatical analysis, physical geography, and elementary algebra.

Sec. 53. Be it further enacted, etc., That to obtain a first grade certificate the applicant must be found competent to teach all the branches required for a third grade and second grade certificate, and also higher algebra, natural philosophy and geometry.

Sec. 54. Be it further enacted, etc., That a third grade certificate shall entitle the holder to teach for one year; the second grade certificate shall entitle the holder to teach in the public schools for three years from its date; a first grade certificate shall entitle the holder to teach for five years from its date. If a person pass a satisfactory examination by any parish superintendent, obtain a certificate of any grade, and purpose to teach in another parish, it shall be lawful for the superintendent holding the

papers written at the examination for such certificate, upon the request of any parish superintendent, to transfer such papers to him, and if found satisfactory, a certificate thereon, of the proper grade, to be for the same length of time as the original certificate, may be issued by him to the same effect as though he had examined the applicant himself.

Sec. 55. Be it further enacted, etc., That special certificates in studies of high grade may be issued on a satisfactory examination in branches to be taught in any special academic department, which certificates shall entitle their holders to special appointment where such studies may be taught.

Diplomas of Peabody Normal College and the State Normal School at Natchitoches entitle holders to first grade certificates valid for four years and may be renewed under certain conditions.

VIII. LOCAL TAXATION.

Sec. 18. Be it further enacted, etc., That whenever one-third of the property taxpayers of any one parish, municipality, ward, or school district in this State shall petition the police jury of such parish, or the municipal authorities of such municipality, to levy a special tax for the support of public schools and for the purpose of erecting and constructing public school houses, the title to which shall be in the public, the said police jury, or municipal authorities

shall order a special election for that purpose and shall submit to the property taxpayers of each parish, municipality, ward or school district, the rate of taxation, the number of years it is to be levied and the purposes for which it is intended; provided, that such election be held under the general election laws of the State, and at the polling places at which the last preceding general election was held, and not sooner than thirty days after the official publication of the petition and ordinance ordering the election.

Sec. 19. Be it further enacted, etc., That the petition mentioned in Section 18 of this act shall be in writing, and shall designate the object and amount of tax to be levied each year, and the number of years during which it shall be levied.

Sec. 20. Be it further enacted, etc., That if a majority in number and value of the property taxpayers of such parish, municipality, ward or school district voting at such election, shall vote in favor of such levy of said special tax, then the police jury, on behalf of such parish, ward or school district, or the municipal authorities, the authorities for and on behalf of such municipality, shall immediately pass an ordinance levying such tax, and for such time as may have been specified in the petition, and shall designate the year in which such taxes shall be levied and collected.

Sec. 21. Be it further enacted,

etc., That all taxpayers voting at said election shall be registered voters, except women taxpayers, who shall vote without registration. All taxpayers entitled to vote shall do so in person, except women, who shall vote either in person or by their agents, authorized in writing.

LOUISIANA POPULATION.

ILLITERACY AND OTHER STATISTICS —NATIVE ILLITERATE WHITE VOTERS—TABLES.

The total population of Louisiana in 1900 was 1,381,625. There were 729,612 whites, 650,804 negroes, 593 Indians and 616 Mongolians.

Between 1890 and 1900 the white population decreased in the following Louisiana parishes: Claiborne, Madison, East Carroll, Tensas and West Feliciana.

The following Louisiana parishes, in 1900, contained more negro than white population: Bossier, Caddo, Claiborne, Concordia, De Soto, East Baton Rouge, East Carroll, East Feliciana, Franklin, Iberville, Madison, Morehouse, Natchitoches, Ouachita, Plaquemine, Pointe Coupee, Rapides, Red River, Richland, St. Charles, St. Helena, St. James, St. John the Baptist, St. Landry, St. Mary, Tensas, Webster, West Baton Rouge, West Carroll, West Feliciana—thirty out of the fifty-nine parishes containing a negro majority.

The total negro population of Louisiana ten years of age and over, in 1900, was 465,611. There were 284,594 illiterates, or 61 per cent.

The total white population in Louisiana ten years of age and over, in 1900, was 524,753. There were 96,551 illiterates, or 17.3 per cent.

In Louisiana there are 325,943 native males, white and black, 21 years of age and over.

There were in Louisiana, in 1900, 152,538 native white male persons 21 years of age and over. Of that number 126,737 could read

and write, while 25,801 were unable to read and write.

In 1900 there were 147,059 native negro males 21 years of age and over. Of that number 56,897 were able to read and write, while 90,162 were unable to read and write.

In 1900, there were nearly 17 native white voters out of every 100 native white voters, in Louisiana, classified as "illiterate." To be exact, the per centage of native white voters illiterate was 16.8 per cent.

The following table shows the extent of illiteracy in Louisiana by races, 1900:

Parish	Total Population 1900	White Population 1900	Negro Population 1900	White Illiterates 1900	Negro Illiterates 1900
Acadia	23,483	18,662	4,820	5,949	2,383
Ascension	24,142	12,048	12,083	2,597	5,387
Assumption	21,620	12,181	9,438	3,566	4,363
Avoyelles	29,701	17,762	11,891	4,742	5,364
Bienville	17,588	9,348	8,241	352	2,924
Bossier	24,153	5,262	18,890	195	8,840
Caddo	44,499	13,826	30,662	412	13,815
Calcasieu	30,428	24,267	5,966	3,311	2,149
Caldwell	6,917	3,841	3,076	268	1,271
Cameron	3,952	3,375	577	766	210
Cattahoula	16,351	9,518	6,793	962	2,597
Claiborne	23,029	9,202	13,827	279	5,416
Concordia	13,559	1,714	11,845	79	7,237
De Soto	25,063	8,160	16,903	446	7,716
East Baton Rouge	31,153	10,562	20,578	324	8,521
East Carroll	11,373	959	10,412	27	4,693
East Feliciana	20,443	5,570	14,871	346	7,182
Franklin	8,890	3,870	5,020	276	2,428
Grant	12,902	9,237	3,665	933	1,825
Iberia	29,015	14,729	14,282	3,393	6,606
Iberville	27,006	9,842	17,159	1,645	8,853
Jackson	9,119	5,915	3,204	473	1,096
Jefferson	15,321	8,979	6,279	1,765	2,980
Lafayette	22,825	13,309	9,516	4,011	5,387
Lafourche	28,882	20,626	8,184	6,774	3,148
Lincoln	15,898	9,139	6,759	400	2,454
Livingston	8,100	6,956	1,144	981	480

Madison	12,322	899	11,422	27	5,817
Morehouse	16,634	3,911	12,722	164	5,953
Natchitoches	33,216	13,662	19,544	1,828	9,487
Orleans	287,104	208,946	77,714	8,062	22,758
Ouachita	20,947	7,847	13,098	477	6,663
Plaquemine	13,039	5,762	7,276	1,109	3,315
Pointe Coupee	25,777	6,601	19,174	1,212	9,759
Rapides	39,578	18,321	21,210	1,361	7,944
Red River	11,548	4,077	7,471	311	3,958
Richland	11,116	3,222	7,892	215	2,961
Sabine	15,421	12,418	3,002	1,512	1,179
St. Bernard	5,031	2,832	2,197	604	993
St. Charles	9,072	2,970	6,102	723	2,382
St. Helena	8,479	3,896	4,583	235	2,200
St. James	20,197	8,839	11,356	1,721	4,920
St. John the Baptist	12,330	5,145	7,184	960	3,328
St. Landry	52,906	26,170	26,658	8,072	14,567
St. Martin	18,940	10,057	8,883	3,241	4,725
St. Mary	34,145	13,789	20,264	3,080	8,463
St. Tammany	13,335	8,415	4,889	711	1,632
Tangipahoa	17,625	12,248	5,375	724	1,827
Tensas	19,070	1,231	17,839	37	9,108
Terrebonne	24,464	14,142	10,312	4,650	4,360
Union	18,520	11,553	6,967	754	2,112
Vermilion	20,705	16,957	3,747	6,085	1,828
Vernon	10,327	9,048	1,279	812	422
Washington	9,628	6,846	2,776	494	948
Webster	15,125	6,863	8,262	245	3,152
West Baton Rouge	10,285	2,351	7,934	299	3,660
West Carroll	3,685	1,556	2,128	169	867
West Feliciana	15,994	2,213	13,781	75	6,647
Winn	9,648	7,967	1,681	911	534
Total	1,381,625	729,612	650,804	96,551	284,594

ILLITERATE VOTERS.

Native white male illiterates and literates 21 years of age and over, by parishes, 1900:

Parish	Literates	Illiterates	Per Ct. Illit's.			
Acadia	2,170	1,725	42.2	Iberia	2,057	896 30.3
Ascension	1,557	569	26.7	Iberville	1,622	341 17.3
Assumption	1,349	1,066	44.1	Jackson	1,087	146 11.8
Avozelles	2,066	1,376	39.9	Jefferson	1,398	350 20.0
Bienville	1,962	93	4.5	Lafayette	1,459	1,167 44.4
Bossier	1,244	65	4.9	Lafourche	1,964	2,021 50.7
Caddo	3,600	98	2.6	Lincoln	1,905	139 6.8
Calcasieu	4,487	1,081	19.4	Livingston	1,052	375 26.2
Caldwell	819	82	9.1	Madison	318	11 3.3
Cameron	435	249	31.7	Morehouse	926	47 4.8
Catahoula	1,905	303	13.7	Natchitoches	2,411	538 18.2
Claiborne	1,980	94	4.6	Orleans	40,825	784 1.8
Concordia	460	22	4.5	Ouachita	1,758	146 7.6
De Soto	1,748	131	6.9	Plaquemines	939	247 20.8
E. Baton Rouge	2,304	91	3.7	Pointe Coupee	1,092	363 24.9
East Carroll	288	5	1.7	Rapides	3,696	408 9.9
East Feliciana	1,265	118	8.5	Red River	793	73 8.4
Franklin	806	98	10.8	Richland	727	67 8.4
Grant	1,844	287	13.4	Sabine	2,186	486 18.1
				St. Bernard	391	173 30.6
				St. Charles	377	122 24.4
				St. Helena	769	84 9.8
				St. James	1,225	356 22.5
				St. John Baptist	779	245 23.9
				St. Landry	2,780	2,265 44.8
				St. Martin	1,023	970 48.6

St. Mary	1,916	621	24.4
St. Tanimany ...	1,528	234	13.2
Tangipahoa	2,488	224	8.2
Tensas	374	7	1.8
Terrebonne	1,524	1,393	47.7
Union	2,272	200	8.0
Vermilion	1,583	1,765	52.7
Vernon	1,877	242	11.4
Washington	1,099	237	17.7
Webster	1,531	71	4.4
W. Baton Rouge	439	94	17.6
West Carroll ...	304	57	15.7
West Feliciana ..	531	27	4.8
Winn	1,433	256	15.1
Total, 59 parishes	126,737	25,801	16.8

Twenty parishes have more than 20 native white illiterate voters out of every 100 white voters.

ILLITERACY IN LOUISIANA.

Figures for thirteen parishes in Southwest Louisiana. Native white men 21 years of age and over, 1900:

Parish	Literates	Illiterates	Per Ct. Illit's.
Acadia	2,170	1,725	42.2
Assumption	1,349	1,066	44.1
Avoyelles	2,066	1,376	39.9
Calcasieu	4,487	1,081	19.4
Cameron	435	249	31.7
Iberia	2,057	896	30.3
Lafayette	1,459	1,167	44.4
Lafourche	1,964	2,021	50.7
St. Landry	2,780	2,265	44.8
St. Martin	1,023	970	48.6
St. Mary	1,916	621	24.4
Terrebonne	1,524	1,393	47.7
Vermilion	1,583	1,765	52.7
			Average Per Cen
Total, 13 parishes.	24,813	16,595	40.0

There were, in 1900, 25,801 native white illiterate voters in all the parishes of Louisiana. Of this number 16,595 were in the thirteen parishes named above, leaving only 9,206 illiterate voters in all the other parishes.

The 16,595 illiterate native white voters of the thirteen parishes named above constitute 40.8 per cent. of all the native white voters

of those parishes, while the remaining 9,206 illiterate voters constitute only 8.3 per cent. of the white voters of the remaining parishes of the State.

"If we turn aside from the doctrine that while it is true that a superior race can not submit to the rule of a weaker race without injury, it is also true in the long years of God that the strong can not oppress the weak without destruction—if we forsake these chivalrous ideals of justice and fair play, then the nation will be justly aroused, and we shall eat the fruit of our own way and be filled with our own devices."—*Progressive (N. C.) Farmer*.

THE PRIMARY TASK OF THE PUBLIC SCHOOLS.

(A. C. True, *Farmers' Year Book*, 1901.)

Obviously the fundamental problem of our public schools is to give all the people at least the simplest rudiments of education. This primary task they have not yet accomplished. According to the census of 1900 the population of the United States (excluding the insular possessions) is over 75,000,000. The number of men of voting age is 21,329,819, of whom 2,326,295, or about 11 per cent., are illiterate, that is, out of every 1,000 men of voting age 109 can neither read nor write. Of these

illiterates, 620,000 are foreign born, 688,750 are native whites, and 977,049 are negroes. The illiterate voters represent a total illiterate population of probably 7,500,000, or one-tenth of the whole population. The men engaged in farming in the United States aggregate in round numbers 7,500,000, representing a total agricultural population of 30,000,000. If the number of illiterates in the rural population is not relatively greater than in the population generally, the number of illiterate farmers must be at least 800,000 and the illiterate agricultural population must aggregate 3,000,000. Since the vast majority of the illiterate negroes are engaged in farming, this is probably a low estimate of illiteracy among our farmers. It will thus be seen that illiteracy is one of the great obstacles to the progress of agriculture in the United States. This inert mass of absolute ignorance constitutes not only a menace to our social and political institutions, but it prevents the introduction of better crops, better methods of cultivation, and better farm machinery in many sections. In these regions, even if intelligent farm managers are available, their efforts to improve agriculture are largely defeated by the stupidity of the only farm laborers who can be procured to perform the necessary routine operations.

EDUCATION.

ITS MODERN MEANING—EDUCATION AS CAPITAL—SCHOOL TAXES A PROFITABLE INVESTMENT—AN AUTOBIOGRAPHY—EDUCATION AND PROSPERITY, ETC.

SCHOOL TAXES A PAYING INVESTMENT.

We are nearing the time when a man can make more votes on the stump by advocating the improvement of the public school system than he can by advocating the destruction of the internal revenue system or the increase or decrease of the tariff tax. Heretofore we have often heard that we are too poor to support a good system of education. Hereafter we shall hear in ringing tones: We are too poor not to support such a system. In the past we have sometimes heard people speak of the public schools as schools for the poor. Hereafter in the days soon to come, a man will no more speak of the public schools as schools for the poor than of the capitol building, or the postoffice, or the public roads as institutions for the poor. We have frequently heard men speak of the funds for the public schools as charity funds. The early future will regard these funds as the best investment that a free people can make. The day has been when education was advocated as a necessity only for the

cultured and leisure class, as if education were an ornament or a plaything for the idle or a means of escaping labor. The new group of statemen will tell us that education is not a means of escaping labor, but a means of making labor more effective, and that it is a universal necessity.

We have heard in the past that it is robbery to tax Brown's property to educate Jones's children. In the future no one will question the right of the State to tax the property of Brown and Jones to develop the State through its children. We and our fathers have too often thought of a State as a piece of land with mineral resources, forests, water courses, and certain climatic conditions. The future will recognize that people—not trees, and rocks, and rivers, and imaginary boundary lines—make a State, and that the State is great, intelligent, wealthy, and powerful, or is small and ignorant, poverty-stricken, and weak just in proportion as its people are educated, or as they are untrained and raw, like the natural material about them.

It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief work of a civilized people. The savage pays no tax.—DR. CHARLES D. MCIVER.

EDUCATION AND PROSPERITY.

"An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities for commerce, no stores of gold or of diamonds can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. Within the last four centuries, the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor indeed is the people who have less than they. The nation which has produced more of the raw material, and manufactured from it more fine linen than all contemporary nations, is now the most ragged and squalid in Christendom."—Horace Mann's Eleventh Report.

EDUCATION INDISPENSABLE.

Public education, or rather general education, is indispensable to the preservation of liberty and the manifold blessings that liberty bestows upon its votaries. General education is synonymous with progress and with all the virtues which ennoble manhood and wo-

manhood. It guides the hand of the husbandman and the artisan in the fruitful operation of the farm and the workshop. It beautifies and elevates the home. It equips the professional man with the knowledge that achieves success and increases his usefulness. It is no longer disputed that the wealth, the power, the greatness and the success of a nation, are proportioned upon the degree of education that it possesses. This same rule applies to communities. Hence if you would have your industries and avocations prosper, if you would have your parish rank with the most progressive in the State, you must look to the constant improvement of your schools. The common schools form the base of the educational system. They ought to be the pride of every locality, and be aided and frequently visited by every public spirited person. Our system of public education, in particular, should be directed toward the fostering of the local industries, and in our State where agriculture is and must continue to be the chief industry, the school house should be made the fulcrum of influence to promote its interests and development toward perfection. It should labor for good roadways, to make country life attractive as well as remunerative, and by these means check the tendency of the young people to abandon the independent life of the fields for the de-

pendent and too often fruitless life in the cities.—Gov. W. W. HEARD, at Carencro, La., April 11th.

MEANING OF EDUCATION.

The end of education is life; the object of life is service; and that is the best education which fits the pupil for the best service that he can render. The first service that he can render to society is to support himself and so not become a burden on the charity of others. The second service is to aid in contributing to the life of others. That all industry is honorable, and all idleness is a disgrace, is the first postulate of the new educational movement; that no industry is drudgery if it is intelligently performed, and no industry is ennobling if it is performed unintelligently, is its second postulate. It is a far higher and better thing to make a table intelligently than to preach a sermon, write an editorial, or teach a school mechanically. The old education was for the few, the new education is for all; the old education prepared for three learned professions, the new education prepares for intelligent activity in every department of life; the old education was literary and professional, the new education is industrial and universal. Thus the revival of education means a revival of industry; a humanizing and so an ennobling of all vocations; a transformation of all the illuminating power of a quickened intelligence; the aboli-

tion of drudgery by mixing the labor of the hand with the labor of the brain; an ultimate revolution in industry so that the "man with the hoe" shall no longer be a synonym for stunted intelligence, dwarfed affections, and deadened ambitions. Education means life; and universal education—universal not merely in the persons admitted to it, but in the vital topics with which it deals—means universal life—a vitalizing of the farm and the factory, the full recognition of the truth that all toil can be intelligent and therefore all toil can be itself educative. — Editorial, *The Outlook*, May 9th.

EDUCATION AS CAPITAL.

Take a man earning \$15 a month, and capitalize him like any other business enterprise at say six per cent., and he would be worth \$3,000. Deducting one-third of this amount for the average chances of death, he would still be worth \$2,000 to himself. His value to his family would be further lessened by the cost of his personal support. Take another earning \$150 a month, and capitalize him in the same manner. He would represent a capital of \$20,000, ten times that of the other. This is not a mere financial conceit. It is practically the rule of damages followed by the courts in cases of death by wrongful act, taking into consideration the life expectancy of the deceased. It should be the rule to be substan-

tially followed in the education of every child. If a parent can educate a son from a \$15 hand to a \$150 hand, he has started him with a handsome capital most securely invested. If the father is unable to do it, and the States does it, is it not a profitable investment? The State recognizes it as such in its system of taxation, inasmuch as it taxes a man both upon his head in the shape of a poll tax and upon his personal earnings in the shape of an income. By education I do not mean exclusively scholastic training. I mean such training, mental and manual, as will best fit a child for the fulfillment of those duties in life which he will be called on to perform.

With increase of capital will come increase of power; but whoever would rightly reckon with the industrial forces of the South in the coming years must not overlook the human equation. Even in a material sense, the best capital a State can ever have, the noblest in its nature and the most permanent and productive in its results, consists in the educated manhood of its people.—Judge Robert M. Douglas, North Carolina.

DOES EDUCATION PAY?

Some years ago my father, a natural genius in some respects, but uneducated, was a day laborer in a factory located in a northern state. Four sons were born and reared in the humble home of that

uneducated, untrained day laborer. They all learned their father's trade.

I was the oldest son and I used every opportunity to get a little education, attending the winter school, as did all my other brothers. All of us grew to manhood and all learned our father's trade, as I said above. I still continued my education largely by home reading. But for several years I worked at my trade only a few months of the year and with the money I earned attended school. My two brothers next of age seemed not to care for an education, neglected the common school, and took the first opportunity to leave it forever.

I succeeded in encouraging my youngest brother to remain in the common school until he completed its course of study. In addition to this common school training this brother secured a term or two of normal school training.

My education soon enabled me to secure a foreman's position in the factory, but my two brothers, naturally as gifted as myself, had to remain laborers because they had not enough education to take higher positions. From a foreman's place I rose to be manager of the factory. I now manage a number of factories and am a director in several large corporations. My youngest brother whom I kept in school is one of my foremen and is earning a good

salary. My other two brothers now work for me. They are still day laborers. They can not get higher because they have no education. During the past ten years I could have put both of them in positions paying from \$1,500 to \$2,500 per year, if they had had even a thorough elementary school education. J. W. F.

WHY EVERY CHILD SHOULD BE EDUCATED.

"To talk about education in a democratic country as meaning anything else than free public education for every child, is a mockery. To call anything else education at all is to go back towards the middle ages, when it was regarded as a privilege of gentlemen or as a duty of the church and not as a necessity for the people.

"If a few men only are to be educated, the accidents of fortune determine which they shall be. These will regard themselves as a special class, set off by themselves; and a false standard of education is set up both in the minds of the educated and in the minds of the uneducated. The uneducated regard themselves as neglected. You have the seeds of snobbery and discontent sowed over all the wide wastes of social life, and the uneducated part of the State simply adds to its inertia rather than to its wealth and health.

"But even this false conception of education is not the worst re-

sult of a system that benefits only a few. If only a part of any community be trained, the very part that needs training least is the part that gets it. It is the ignorant that are neglected, and the State thus goes steadily down. For those that are predisposed to ignorance and idleness and a lack of occupation are the very members of the community that ought not under any circumstances to be neglected. There is, therefore, no way under Heaven to train those who need training most but by training everybody at the public expense.

"More than this (for democracy has the quality of giving constant surprises) it is always more than likely than among the neglected are those that would become the most capable if they were trained. Society forever needs reinforcements from the rear. It is a shining day in any educated man's growth when he comes to see and to know and to feel and freely to admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as it is that his own child should be. Until a man sees this he can not become a worthy democrat nor get a patriotic conception of education; for no man has known the deep meaning of democracy or felt either its obligation or its lift till he has seen this truth clearly."—WALTER H. PAGE.

A FUNDAMENTAL ERROR.

One of the fundamental, and often fatal, errors of the teacher and the school course is the attempt to educate the children for some fancied mission in life—"higher sphere," it is called.

I once said to a teacher, "Let's make our children take hold on the lives of these children in their homes, and in the homes which they will make for themselves as carpenters, bricklayers, plasterers, blacksmiths, small farmers, small merchants, ordinary citizens, or the wives of such." She replied, "But they must not follow these occupations. I cannot bear to think of their doing so." So, apparently, think many teachers, and they would educate all the children for teachers, clerks, gentlemen of leisure, speculators, or "to get office."

But the great majority must follow the less honorable callings of their fathers—if, indeed, any one calling or occupation is more or less honorable than another except as it be more or less honestly or skilfully followed. The masses of children—every child—must be educated; but educated to fill more completely the sphere to which nature and circumstances have called them—to be discontent, not at laboring at the common tasks of life, but as performing them unintelligently and unskilfully. To put intelligence and skill, heart and soul, grace and culture, into

all necessary labor and into every condition of life; to remove from these the grinding and despairing slavery of blind and helpless ignorance; to turn the "hand" into a living, thinking, feeling, æsthetic, ethical human being; to enlighten, purify, and sanctify every walk of life—this is the purpose and this the mission of education. This is what Pestalozzi had in mind when he proposed to regenerate and save the world by the power of universal education. "I will turn the car of education round," said he. It should no longer tend toward that which is foreign to the child's life, burdening it with a load of erudition impractical and impossible of assimilation; but it should bring the child to the full possession of that which touches its every-day life. Gertrude, with her own children and the children of her unfortunate neighbor, became his model. It is through the agency of education of this kind that the world must be redeemed.—PROF. P. P. CLAXTON.

(The only reason why the world goes on unredeemed by education of the kind Prof. Claxton would give all children is that the world must wait for the teachers who can do the work. Pestalozzi was right. We must find the Gertrudes.—EDITOR.)

THE MONEY VALUE OF KNOWLEDGE.

If a savage will learn how to swim, he can fasten a dozen pounds' weight to his back, and

transport it across a narrow river or other body of water of moderate width. If he will invent an axe or other instrument, by which to cut down a tree, he can use the tree for a float, and one of its limbs for a paddle, and can thus transport many times the former weight many times the former distance. Hollowing out his log, he will increase what may be called its tonnage, or rather its poundage; and, by sharpening its ends, it will cleave the water both more easily and more swiftly. Fastening several trees together, he makes a raft, and thus increases the buoyant power of his embryo watercraft. Turning up the ends of small poles, or using knees of timber instead of straight pieces, and grooving them together, or filling up the interstices between them in some way, so as to make them water-tight, he brings his rude raft literally into ship-shape. Improving upon hull below and rigging above, he makes a proud merchant-man, to be wafted by the winds from continent to continent. But even this does not content the adventurous naval architect. He frames iron arms for his ship; and, for oars, affixes iron wheels, capable of swift revolution, and stronger than the strong sea. Into iron-walled cavities in her bosom he puts iron organs of massive structure and strength, and of cohesion insoluble by fire. Within these he kindles a small volcano; and then,

like a sentient and rational existence, this wonderful creation of his hands, cleaves oceans, breasts tides, defies tempests, and bears its living and jubilant freight around the globe. Now, take away intelligence from the ship-builder, and the steamship—that miracle of human art—falls back into a floating log; the log itself is lost; and the savage swimmer, bearing his dozen pounds on his back, alone remains. And so it is, not in one department only, but in the whole circle of human labors. The annihilation of the sun would not more certainly be followed by darkness than the extinction of human intelligence would plunge the race at once into the weakness and helplessness of barbarism. To have created such beings as we are, and to have placed them in this world without the light of the sun, would be no more cruel than for a government to suffer its laboring classes to grow up without knowledge.

In this fact, then, we find a solution of the problem that so long embarrassed inquirers. The reason why the mechanical and useful arts—those arts which have done so much to civilize mankind, and which have given comforts and luxuries to the common laborer of the present day, such as kings and queens could not command three centuries ago—the reason why these arts made no progress, and until recently, in-

deed, can hardly be said to have had anything more than a beginning, is, that the labor of the world was performed by ignorant men. As soon as some degree of intelligence dawned upon the workman, then a corresponding degree of improvement in his work followed. At first, this intelligence was confined to a very small number, and therefore improvements were few; and they followed each other only after long intervals. They uniformly began in the nations and among the classes where there was most intelligence. The middle classes of England, and the people of Holland and Scotland, have done a hundred times more than all the Eastern hemisphere besides. What single improvement in art, or discovery in science, has ever originated in Spain, or throughout the vast empire of the Russias? But just in proportion as intelligence—that is, education—has quickened and stimulated a greater and a greater number of minds, just in the same proportion have inventions and discoveries increased in their wonderfulness, and in the rapidity of their succession. The progression has been rather geometrical than arithmetical. By the laws of Nature, it must be so. If, among ten well-educated children, the chance is that at least one of them will originate some new and useful process in the arts, or will discover some new scientific principle, or some

new application of one, then, among a hundred of such well-educated children there is a moral certainty that there will be more than ten such originators or discoverers of new utilities; for the action of the mind is like the action of fire. One billet of wood will hardly burn alone, though dry as suns and northwest winds can make it, and though placed in the range of a current of air; ten such billets will burn well together; but a hundred will create a heat fifty times as intense as ten, will make a current of air to fan their own flame, and consume even greenness itself.

For the creation of wealth, then—for the existence of a wealthy people and a wealthy nation—intelligence is the grand condition. The number of improvers will increase as the intellectual constituency, if I may so call it, increases. In former times, and in most parts of the world even at the present day, not one man in a million had ever had such a development of mind as made it possible for him to become a contributor to art or science. Let this development precede, and contributions, numberless and of inestimable value, will be sure to follow. That political economy, therefore, which busies itself about capital and labor, supply and demand, interest and rents, favorable and unfavorable balances of trade, but leaves out of account the element of a widespread mental develop-

ment, is nought but stupendous folly. The greatest of all the arts in political economy is to change a consumer into a producer; and the next greatest is to increase the producer's producing power, an end to be directly attained by increasing his intelligence. For mere delving, an ignorant man is but little better than a swine, whom he so much resembles in his appetites, and surpasses in his powers of mischief.

Now, so far as these natural and yet undeveloped resources of the earth are hereafter to be brought to light, and made the ministering servants of human welfare, we suppose they are to be brought to light by the exercise of the human faculties, in the same way that all the scientific and mechanical improvements of past time have been brought to light—that is, by education. And the greater the proportion of minds in any community which are educated, and the more thorough and complete the education which is given them, the more rapidly, through these sublime stages of progress, will that community advance in all the means of enjoyment and elevation, and the more will it outstrip and outshine its less educated neighbors. The advance-guard of whatever region they explore, as the reward of their knowledge, just as the Portuguese reaped the great harvest of the riches of India for discovering the new route to India.—HORACE MANN.

SUPERVISION.

SALARIES OF PARISH SUPERINTENDENTS OF EDUCATION—PARISH SCHOOL

FUNDS—COMPARISONS AND PERCENTAGES—FIGURES OF 1901.

Parish	Parish School Fund 1901	Salary of Parish Supt. 1901	Per Ct. of Fund spent for Supervision	Land area of Parish	Schools 1901	
					White	Colored
Acadia	\$ 14,395	\$401.70	2.8	633	43	2
Ascension	17,855	616.52	4.5	310	27	13
Assumption	13,319	900.00	6.7	485	28	4
Avoyelles	19,171	708.95	3.7	850	7	29
Baton Rouge, E.	13,433	605.00	4.5	451	30	15
Baton Rouge, W.	9,112	199.80	2.1	451	11	9
Bienville	8,791	325.00	3.7	832	48	22
Bossier	17,923	.....	0.0	832	45	32
Caddo	39,574	958.00	2.4	906	49	58
Calcasieu	83,913	600.00	0.7	3,629	139	0
Caldwell	5,346	200.00	3.7	557	25	11
Cameron	6,620	200.00	3.0	1,445	22	4
Carroll, E.	9,374	225.00	2.4	395	6	14
Carroll, W.	1,365	233.32	17.0	362	11	9
Catahoula	10,207	698.10	6.8	1,399	62	12
Claiborne	14,945	262.50	1.7	764	70	53
Concordia	7,664	550.00	7.1	707	22	15
De Soto	19,616	675.03	3.4	864	37	0
Felician, E.	14,975	600.00	4.0	454	34	39
Felician, W.	7,972	460.00	5.7	386	14	13
Franklin	12,221	300.00	2.4	616	21	15
Grant	24,045	325.00	1.3	700	40	5
Iberia	21,220	600.00	2.8	583	40	11
Iberville	12,164	1,219.80	10.0	643	25	10
Jackson	5,541	200.00	3.6	574	34	20
Jefferson	11,622	144.00	1.2	413	19	3
Lafayette	16,291	550.00	3.3	259	29	2
Lafourche	23,991	866.66	3.6	981	46	11
Lincoln	18,532	324.00	1.7	465	38	22
Livingston	4,829	.....	0.0	626	55	7
Madison	9,321	600.00	6.4	666	10	34
Morehouse	19,735	175.00	0.8	809	23	32
Natchitoches	27,666	420.00	1.5	1,275	67	34
Orleans	485,326	2,500.00	0.5	197	58	30
Ouachita	16,334	250.00	1.5	646	29	30
Plaquemines	13,062	325.00	2.4	978	37	3
Pointe Coupee	16,538	262.50	1.6	576	32	25
Rapides	25,634	.....	0.0	1,370	73	27
Red River	9,538	349.98	3.6	401	28	32
Richland	11,144	357.35	3.2	546	19	12
Sabine	18,188	377.75	2.1	1,029	61	13
St. Bernard	4,189	200.00	4.7	721	9	2
St. Charles	4,227	200.00	4.7	300	11	5
St. Helena	4,962	200.00	4.0	409	31	23
St. James	10,504	650.00	6.1	280	18	10
St. John Baptist.	8,264	425.00	5.1	209	15	9
St. Landry	26,957	1,125.00	4.1	1,662	80	9
St. Martin	11,572	550.00	4.7	493	19	6
St. Mary	35,018	1,007.31	2.8	658	21	20
St. Tammany	7,464	500.00	6.7	874	34	11
Tangipahoa	17,113	200.00	1.1	777	73	19
Tensas	13,490	239.05	1.7	665	22	35

Terrebonne	18,439	600.00	3.2	1,790	50	15
Union	17,601	790.54	4.5	888	64	22
Vermilion	18,060	147.45	0.8	1,246	42	5
Vernon	10,503	375.05	3.6	1,321	79	8
Washington	9,556	200.00	2.1	638	45	17
Webster	20,012	485.00	2.4	682	37	18
Winn	10,936	199.85	1.8	957	60	11
Total	\$1,393,892	\$497.50	2.0	42,420	2,292	975

AN IMPOSSIBLE TASK.

The average amount of the school fund, 2 per cent, spent for supervision is less than the amount allowed the parish school treasurers by the constitution of the State. Surely the services of the parish superintendents ought to be of more value than the services of the men who draw checks on a bank, however important the latter service may be considered. Think of securing the wise investment of \$1,393,892 over an area of 42,420 square miles in 3,267 schools taught by more than 4,000

different teachers for the sum of \$27,860.51, or 2 per cent of the fund to be invested! Could anything be more impossible?

SOME COMPARISONS.

The following table will show the difference between the amounts spent for supervision in six cities and the amounts spent for supervision in the parishes in which those cities are situated. The area of the parish is given in order that the difference in the supervision problem in city and parish may appear more fully.

City and Parish	Amount spent for General Supervision by City	Total City School Fund, 1902-'03	Per Cent of City Fund spent for Supervision	Amount spent for General Supervision by Parish	Total Parish Sch'l Fund, 1901	Per Cent of Parish Sch'l Fund spent for Supervision	Area of Parish in Square Miles
*Lake Charles (Calcasieu)	\$ 600	\$15,000	4.0	\$600	\$83,913	0.7	3,629
Lafayette (Lafayette) ..	720	6,000	12.0	550	16,291	3.3	259
Shreveport (Caddo) ..	1,600	33,750	4.7	958	39,574	2.4	906
New Iberia (Iberia) ...	1,400	12,000	11.6	600	2,120	2.8	583
Monroe (Ouachita) ...	1,500	16,000	9.3	250	16,334	1.5	646
Baton Rouge (E. Baton Rouge)	1,000	6,000	16.6	605	13,433	4.5	451
* Offices of city and parish superintendent filled by one person.							

The number of white and colored schools in Calcasieu parish in 1901 was 139 white, 0 colored; in Lafayette, 29 white, 2 colored; in Caddo, 49 white, 58 colored; in Iberia, 49 white, 11 colored; in Ouachita, 29 white, 30 colored; in Baton Rouge East, 30 white, 15

colored. In the cities named above there are fewer teachers and schools than in the parishes named, and the conditions are much more favorable for supervision on account of the smaller area to be covered and the smaller population to be influenced by the

supervising officer. But note the difference in the salary between city or parish.

SUPERVISION A NECESSITY.

No Louisiana plantation owner would think for a moment of permitting his plantation to be farmed here and there without intelligent expert management and direction. Does not this fact teach us a valuable lesson?

A great business like the education of all the children of a great state must be wisely directed. The state superintendent must have skillful men in all the parishes, devoting all their time to the work of supervising the education of the children, else the business of education will of necessity languish and suffer loss.

But skillful men, devoting all their time and talents to directing teachers and inspiring parents with better ideas of education, can not be had for \$497.50 a year! A farmer-parish-superintendent of education, or a lawyer-parish-superintendent ought to be unheard of in modern times. We should hardly boast of our churches, if they were administered and directed by farmer-preachers, lawyer-preachers, or even teacher-preachers. No man can serve two masters.

Good business men when asked to vote more money for schools may rightly enquire whether the proposed increased school fund will be wisely expended or not.

With an increase of educational enthusiasm should go an increase in the facilities for the wise supervision and expenditure of the funds which such enthusiasm may supply.

PAY THE SUPERINTENDENTS MORE.

In 1901 the following parishes paid their Superintendents of Education less than they paid the tax collectors for collecting the school funds:

	Superintendent	Tax Collector
Webster	\$485.00	\$756.47
Red River	349.98	406.37
Ouachita	250.00	281.79
Natchitoches	420.00	569.32
Jefferson	144.00	299.80

Thirty-six of the 59 parishes, in 1901, did not report the amounts paid for collecting the school fund. No doubt there are many other parishes in which the parish tax-collector receives more than the parish Superintendent of Education.

In 1901 the following Louisiana parishes paid their parish superintendents less than the parish treasurers were paid for handling the public school fund:

	Superintendent	Treasurer
Calcasieu	\$600.00	\$1,034.96
Grant	325.00	365.78
Jefferson	144.00	306.25
Morehouse	175.00	479.15
Natchitoches	420.00	456.13
Ouachita	250.00	286.55
Pointe Coupee ...	262.50	272.86
Tangipahoa	200.00	248.98
Tensas	239.05	325.39
Vermilion	147.45	420.92

SOME MORE COMPARISONS.

The following table compares city and county supervision in twenty-three North Carolina towns and cities, 1902:

County and City

County and City	Amount spent for General Super- vision by City, 1902	Total City School Fund, 1902	Per Cent of City Fund spent for Supervision, 1902	Number of Teach- ers in City, both Races, 1902	Amount spent for General Super- vision by County, 1902	Total County School Fund, 1902	Per Cent of County Fund spent for Supervision, 1902	Number of Teach- ers in County, both Races, 1902	Area of County	Population of City, 1900	Population of County, 1900
Asheville (Buncombe) . . .	\$1,100	\$29,946	4.6	31	\$1,248	\$39,040	3.2	94	624	14,694	29,594
Burlington (Alamance) . .	1,200	8,079	14.8	10	518	18,746	2.8	66	494	3,692	21,973
Charlotte (Mecklenburg) . .	1,800	48,309	3.7	49	852	48,199	1.8	84	590	18,091	37,177
Asheboro (Randolph) . . .	495	2,280	21.2	4	225	17,766	1.2	114	794	992	27,240
Concord (Cabarrus)	1,200	11,939	10.5	14	700	16,074	4.3	54	387	7,910	14,546
Durham (Durham)	2,000	29,468	6.7	34	787	29,381	2.6	34	284	6,679	19,554
Goldsboro (Wayne)	1,500	16,237	9.2	20	879	24,567	3.5	70	40	7,946	23,410
Oxford (Granville)	900	4,483	20.7	5	550	14,597	3.7	54	504	2,059	21,204
Greensboro (Guilford) . . .	1,500	26,778	5.6	37	400	29,710	1.3	91	674	10,035	29,039
Monroe (Union)	1,000	11,143	8.9	10	546	17,196	3.1	88	561	2,427	24,729
New Bern (Craven)	1,000	7,223	12.0	13	250	16,270	1.5	41	685	9,090	15,070
Raleigh (Wake)	2,000	41,252	4.8	39	1,666	58,155	2.8	94	841	13,643	40,983
Mt. Olive (Wayne)	800	3,397	23.5	3	879	24,567	3.5	70	40	597	23,410
Salisbury (Rowan)	1,100	13,275	8.3	15	985	25,603	3.8	81	36	6,277	24,789
Lexington (Davidson)	675	4,100	16.4	3	357	15,395	2.3	92	563	1,234	22,159
Statesville (Iredell)	1,200	6,712	17.8	8	502	20,800	2.4	96	592	3,141	25,923
Washington (Beaufort) . . .	900	6,368	14.1	11	420	16,727	2.5	71	819	4,842	21,562
Waynesville (Haywood) . .	900	3,641	24.7	7	(?) 30	12,256	...	51	541	1,307	14,915
Wilson (Wilson)	1,200	12,692	9.6	13	700	22,965	3.4	47	392	3,525	20,071
Selma (Johnston)	600	2,500	24.0	5	310	25,026	1.2	109	688	816	31,434
Rocky Mt. (Nash)	900	7,340	12.1	11	526	17,303	3.0	63	584	2,937	22,541
Rockingham (Richmond) . .	1,000	3,300	30.3	5	495	10,706	3.7	40	466	1,507	14,348
Reidsville (Rockingham) . .	1,000	10,887	9.1	11	450	21,422	2.1	77	573	3,262	29,901

The above table clearly shows one of two things: (a) the cities are spending entirely too much for the supervision of their schools, or (b) the counties are spending entirely too little, considering their area and the larger number of teachers to be directed, as well as the larger population to inspire with right ideas as to the education of the children.

The following table compares city and county supervision in thirty-four South Carolina towns and counties, 1902:

	TOWN		COUNTY	
	Superintendent's Salary	No. of Teachers	Superintendent's Salary	No. of Teachers
Abbeville	\$1,000 00	19	\$ 400 00	178
Aiken	1,000 00	7	400 00	191
Anderson	1,350 00	25	500 00	208
Bamberg	607 50	6	.....	77
Denmark	1,000 00	8	.....	...
Barnwell	900 00	9	300 00	147
Beaufort	900 00	10	400 00	...
Bennettsville	1,000 00	7	300 00	105
Camden	1,000 00	14	400 00	119
Charleston	2,000 00	104	600 00	188
Chester	1,400 00	16	500 00	107
Columbia	1,300 00	39	1,200 00	131
Conway	510 00	3	300 00	148
Darlington	1,200 00	13	400 00	124
Florence	1,000 00	14	600 00	121
Gaffney	675 00	14	200 00	106
Georgetown	900 00	6	500 00	86
Greenville	1,320 00	31	500 00	231
Greenwood	1,000 00	15	500 00	122
Kingstree	585 00	3	400 00	184
Lancaster	1,000 00	10	300 00	122
Laurens	900 00	11	400 00	165
Lexington	500 00	5	400 00	131
Manning	675 00	5	450 00	118
Marion	900 00	12	500 00	...
Newberry	1,000 00	15	600 00	138
Orangeburg	1,100 00	14	600 00	260
Rock Hill	1,000 00	15	500 00	202
Yorkville	720 00	6	.....	...
Spartanburg	1,400 00	32	700 00	287
Sumter	1,350 00	24	600 00	189
Union	900 00	19	400 00	116
Winnsboro	850 00	5	400 00	127
Walterboro	675 00	5	400 00	156

—The Educational.

CONSOLIDATION.

ADVANTAGES OF CONSOLIDATION OF SCHOOLS—THE AREA OF THE AVERAGE LOUISIANA DISTRICT IN 1901 — NUMBER OF WHITE SCHOOLS IN EACH PARISH—OTHER DATA.

GENERAL STATISTICS.

The land area of Louisiana is 42,420 square miles. In 1901, there were 2,292 white schools, which means that the average area of each white school district in the state in 1901 was 19 square miles. The total number of white educa-

ble children in 1901 was reported to be 204,827, or an average of 89 educable children for each white school.

CONSOLIDATION DATA.

The table which follows shows the land area of each parish, the number of white schools in 1901, the average area of the parish district, the white educable school population of each parish, in 1901, and also the white educable school population for each parish school or district:

SOUTHERN EDUCATION

Parish	Land Area in Square Miles	White Schools (No.) 1901	Area of Average White District, 1901	White School Population 1901	School Popula- tion of Average District, 1901
Acadia	633	43	14.7	4,250	98
Ascension	310	27	11.4	3,186	117
Assumption	485	28	17.3	3,856	137
Avoyelles	850	70	12.1	5,634	80
Bienville	832	48	17.3	2,836	59
Bossier	832	45	18.4	1,513	33
Caddo	906	49	18.4	2,623	53
Calcasieu	3,629	139	26.1	7,720	55
Caldwell	557	25	22.2	890	35
Cameron	1,445	22	65.6	974	44
Catahoula	1,399	62	22.5	2,170	35
Claiborne	764	70	10.9	3,442	49
Concordia	707	22	32.1	390	17
De Soto	864	37	23.3	2,930	79
E. Baton Rouge....	451	30	15.0	2,730	91
E. Carroll	395	6	65.8	217	36
E. Feliciana	454	34	13.3	1,090	32
Franklin	616	21	29.3	1,219	58
Grant	700	40	17.5	2,739	68
Iberia	583	40	14.5	4,325	108
Iberville	643	25	25.7	2,265	90
Jackson	574	34	16.8	1,893	55
Jefferson	413	19	21.7	3,504	184
Lafayette	259	29	8.9	4,383	151
Lafourche	981	46	21.3	6,626	144
Lincoln	465	38	12.5	2,636	69
Livingston	626	55	10.3	2,098	38
Madison	666	10	66.6	193	19
Morehouse	809	23	35.1	1,109	48
Natchitoches	1,275	67	19.0	4,489	67
Orleans	197	58	City	52,313	City
Ouachita	646	29	22.2	2,432	83
Plaquemines	978	37	26.4	2,079	56
Pointe Coupee	576	32	18.0	2,075	64
Rapides	1,370	73	18.7	4,650	63
Red River	401	28	14.3	1,462	52
Richland	546	19	28.7	954	50
Sabine	1,029	61	16.8	3,981	65
St. Bernard	721	9	80.1	1,875	208
St. Charles	300	11	27.2	724	65
St. Helena	409	31	13.2	1,082	34
St. James	280	18	15.5	1,984	110
St. John	209	15	13.9	1,263	84
St. Landry	1,662	80	20.7	7,191	89
St. Martin	493	19	25.9	4,041	212
St. Mary	658	21	31.3	3,118	148
St. Tammany	874	34	25.7	2,147	63
Tangipahoa	777	78	9.9	3,564	45
Tensas	665	22	30.2	267	12
Terrebonne	1,790	50	35.8	3,902	78
Union	888	64	13.8	3,494	54
Vermilion	1,246	42	29.6	5,204	124
Vernon	1,321	79	16.7	2,653	34
Washington	638	45	14.1	2,162	48
Webster	682	37	18.4	2,055	55
W. Baton Rouge....	236	11	21.4	697	63
W. Carroll	362	11	32.9	410	37
W. Feliciana	386	14	27.5	502	35
Winn	957	60	15.9	2,617	44
Total	42,420	2,292	19.0	204,827	89

CONSOLIDATION IN VIRGINIA.

"Consolidation of small schools into larger ones is not a fad, as some seem to regard it. I have been thinking and working on the problem for twenty years. Two causes led me to consider the question of consolidation; the decay of the old classical country high school, and the poor work done by the small country public school, which was driving all boys with an ambition for an education away from home to obtain that education.

"Rockingham county now has thirty graded schools, each school containing from two to ten teachers. We have begun to transport children to school in wagons, who live in the remote parts of the districts. We are tired of the miserable system that perpetuates the poor school house and prevents the children from getting a good education at home; at least, as much as a high school education. —Supt. Geo. H. Hulvey, Rockingham County, Virginia., at Richmond Conference.

CONSOLIDATION IN FLORIDA.

"The district school must receive our attention, if the rush of the people from the country into the towns is to be stopped. This exodus will not stop until we make less the difference between the efficiency of the rural and the city school. But the place to begin to reform the rural school is with

the county superintendent. He is the real fault against which to charge the failure of the rural schools. The county superintendent that would succeed must forget that he is to be re-elected. He must be a brave man and willing to work for the future.

"In Duval county six years ago there were forty-five rural schools. It was resolved to consolidate these into fifteen schools. We have a law that makes it impossible to compel a child to walk more than one and a half miles to school. This necessarily meant that we must transport the pupils, if we carried out our consolidation plans.

"At present we have in operation seven of the proposed fifteen consolidated schools which are to take the place of the forty-five small rural schools of six years ago. We find that we save money by the consolidated plan, and in addition the plan enables us to have as good school for the country boy as the city boy of Jacksonville has. In the seven consolidated schools the term is eight months now; six years ago it was only five months. Truancy is unknown, and we have been enabled to provide ample equipment for the schools. This could never have been done, if the small schools had been maintained."—County Supt. G. P. Glenn, Duval County, Jacksonville, Florida, at Richmond Conference.

DOES CONSOLIDATION PAY?

During 1902, three school districts in Mangum township, Durham County, North Carolina, were consolidated into one district, with the following results:

I. Salary of teachers before consolidation:

1. Salary of teacher in District 1, \$35 per month.
2. Salary of teacher in District 2, \$35 per month.
3. Salary of teacher in District 3, \$35 per month.

II. Length of term before consolidation:

1. Term in District 1, 6 months.
2. Term in District 2, 6 months.
3. Term in District 3, 6 months.

III. Average daily attendance in districts before consolidation:

1. Average daily attendance in District 1, 15.
2. Average daily attendance in District 2, 16.
3. Average daily attendance in District 3, 24.

IV. Results of consolidation:

1. Total salary of two teachers, \$100 per month.
2. Length of term, 7 months.
3. Average daily attendance, 80 out of a total enrollment of 113.
4. Greatly increased interest in public education; three poor school houses abandoned and one neat, comfortable house erected; a graded school.

ADVANTAGES OF CONSOLIDATION.

Mr. A. W. Edson, of the Massa-

chusetts Board of Education, summarizes the advantages of consolidation thus:

(1) It permits a better grading of the schools and classification of pupils. The pupils can thus be placed where they can work to the best advantage; the various subjects of study can be more wisely selected and correlated and more time can be given to recitation.

(2) It affords an opportunity for thorough work in special branches, such as drawing, music, and nature study. It also allows an enrichment of the course in other lines, giving a chance, for example, for the introduction of some agricultural instruction.

(3) It leads the way to more weeks of schooling and a higher grade of instruction.

(4) It ensures the employment and retention of better teachers.

(5) It makes the work of school supervisors far more effective.

(6) It adds the stimulating influence of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training thus obtained are invaluable.

(7) It affords the broader companionship and culture that come from association.

(8) It results in a better attendance of pupils.

(9) It leads to better school buildings, better equipment, a larger supply of books, charts, maps, and apparatus. The large expenditure implied in these better ap-

pointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

(10) It quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town (township).

LAFAYETTE PARISH.

AN EXHIBIT SHOWING THE RESULT OF LOCAL TAXATION IN ONE PARISH.

The following table was prepared by Parish Superintendent of Education, Mr. L. J. Alleman, and will be found valuable and instructive:

	WHITE	COLORED	TOTAL
Total value of property.....	\$2,113,000	\$137,000	\$2,250,000
Number of persons paying taxes on:			
Property assessed under \$300.....	1,242	849	2,091
Property assessed from \$300 to \$500....	378	70	448
Property assessed from \$500 to \$1,000..	370	29	399
Property assessed from \$1,000 to \$5,000.	396	7	403
Property assessed over \$5,000.....	27	...	27
Total number of taxpayers.....	2,413	955	3,368

There are 7 non-resident taxpayers assessed above \$5,000.

The Southern Pacific Railroad property in the parish is assessed at \$300,000.

33 non-residents are assessed from \$1,000 to \$5,000.

20 non-residents are assessed from 500 to 1,000.

33 non-residents are assessed from 300 to 500.

Total amount apportioned for schools, at present.....	\$ 6,000
If special tax is voted, \$2,250,000 at 3 mills on the dollar would add.....	6,750

Making total school fund from parish sources.....	\$12,750
Add poll taxes.....	\$ 2,000
Rent of school lands.....	2,000
Corporation of Lafayette.....	3,000
State apportionment	8,000
Total from all sources.....	\$27,750

That sum would enable the school board to build and equip decent school houses and run the schools for ten months.

L. J. ALLEMAN, *Parish Superintendent of Education.*

LOCAL TAXATION.

SOME TOWNS AND DISTRICTS IN LOUISIANA WHICH LEVY LOCAL TAXES FOR THE SUPPORT OF PUBLIC SCHOOLS.

Acadia—All the parish voted 5 mills for 10 years, April 27, 1903.

Bienvenue—Wards 3 and 4; 10th and 12th districts.

Caddo—Shreveport; Ward 5.

Calcasieu—Wards 2, 6, 9 and 7; Lake Charles; Jennings; Welch, Oberlin.

Catahoula—Wards 1, 2 and 4.

Claiborne—Junction City, District No. 10; Haynesville, District No. 11; Homer, District No. 13; Colquitt, District No. 14; Arizona, District No. 17; Walnut Grove, District No. 19.

De Soto—Logansport.

East Feliciana—Clinton.

Franklin—Wards 1, 2, 3, 4, 5, 9; only three wards in the parish that do not vote a local tax.

Grant—Districts 9, 14 and 13.

Jackson—Fifth Ward, Districts 14, 26, 27, and 29; Fourth Ward, District 2.

Lafayette—Lafayette; First Ward; Broussard.

Lincoln—Ward —, Ruston and Vienna Districts; Ward 6, two districts.

Natchitoches—Ward 5, two districts; Ward 2; Robeline District.

Red River—Couchatta.

Richland—Wards 2 and 4.

Sabine—Ward 1; five special districts.

Ouachita—Calhoun District.

St. Martin—Fifth Ward.

Union—Ward 1, Farmerville; Ward 2, Marion, Union, Oak Grove, Spring Hill, Cross Roads; Ward 3, Junction City; Ward 4, Bernice.

Vermilion—Abbeville.

Vernon—Ward 2, one district.

Washington—Ward 3, Franklinton; Ward 4, Spring Hill; Ward 1, German; Faliah District.

Webster—Ward 4, Minden; District 7.

Winn—Districts — Winnfield, Sardis, Eden, Wheeling, Holly Springs Shady Grove, Hobson, Harmony. Conley; Ward 7.

The educational campaign in South Carolina is assuming definite shape. On June 6th the Central Education Campaign Committee, which is composed of Governor Heyward, State Superintendent Martin, and President D. B. Johnson, met in Governor Heyward's office in Columbia. The work of the campaign was outlined as follows: A series of conferences of city and county superintendents, teachers, school officers, and friends of education will be held. Five successful teachers were appointed to visit five counties in various parts of the State to study educational conditions and perfect organizations for the improvement of school houses and grounds. A department of publication will be maintained. The first conference will be held at Florence, on July 2, at which ad-

resses will be made by Governor Heyward, State Superintendent Martin, Judge C. A. Woods, of the Spureme Court, and Prof. J. G. Clinkscales, of Wofford College. Other conferences will be held at Denmark on July 11, and at Spartanburg on July 18.

North Carolina now has 470 rural school libraries, an increase of 115 since January 1, 1903.

WHAT A THREE MILL TAX WOULD MEAN.

The following table gives the value of the white and the negro property in each parish in 1901, the last assessment, also the present school fund of each parish and the addition which would be made to that fund, if a three mill tax should be levied:

According to this table a three mill tax would more than double the present school fund of the following parishes: Acadia, East Baton Rouge, Jefferson, St. Charles and West Carroll—five parishes. The present school fund of the following parishes would be increased more than 50 per cent.: West Feliciana, Vernon, Vermilion, Tangipahoa, St. Tammany, St. Martin, St. Landry, St. John the Baptist, St. James, St. Helena, St. Bernard, Rapides, Ouachita, Madison, Livingston, Lafayette, Iberville, Iberia, Catahoula, Cameron, Caldwell, Caddo, Bienville, Assumption—twenty-four parishes.

Parish	Valuation of White Property 1901	Valuation of Colored Property 1901	Total Valuation of Property 1901	Total School Fund 1901	A 3 Mill Local Tax would add	Making Total School Fund of
Acadia	\$ 4,879,235	73,950	\$ 4,953,185	\$ 14,395.27	\$ 14,859.55	\$ 29,254.82
Ascension	2,621,345	146,460	2,967,805	17,855.68	8,303.42	26,159.10
Assumption	2,667,468	74,090	2,741,558	13,319.26	7,224.67	20,543.93
Avoynes	2,483,670	120,420	2,604,090	10,171.16	7,812.27	26,983.43
Bienville	1,323,735	98,390	1,422,125	8,791.32	5,266.38	14,057.70
Bossier	2,424,340	305,760	2,730,100	17,923.89	8,190.30	26,119.19
Caddo	7,978,550	505,960	8,484,510	39,574.15	25,453.53	65,027.68
Calcasieu	12,596,380	3,465	12,599,845	83,913.46	37,799.53	121,712.99
Caldwell	894,480	53,395	947,875	5,346.55	2,843.62	8,190.17
Cameron	1,242,030	16,490	1,258,520	6,620.62	3,775.56	10,396.18
Catahoula	1,938,990	73,490	2,011,480	10,207.42	6,034.44	16,241.86
Claiborne	1,623,345	206,375	1,829,720	14,945.64	5,489.16	20,434.80
Concordia	1,092,159	164,727	1,256,886	7,764.63	3,770.65	11,535.28
De Soto	2,119,955	297,690	2,417,645	19,616.59	7,252.93	26,869.52
East Baton Rouge	4,274,510	324,950	4,599,460	13,433.67	13,798.38	27,232.05
East Carroll	1,282,100	155,080	1,437,180	9,374.99	4,311.54	13,686.53
East Feliciana	1,536,705	187,735	1,724,440	14,975.82	5,173.32	20,149.14
Franklin	977,482	82,751	1,060,233	12,221.16	3,180.69	15,401.85
Grant	1,826,709	43,875	1,870,584	24,045.89	5,611.75	29,657.64
Iberia	4,943,217	238,645	5,181,862	21,220.64	12,845.58	34,066.22
Jackson	648,825	159,910	808,735	12,161.81	9,395.45	21,557.26
Jefferson	2,972,908	68,695	3,041,603	5,541.76	2,152.56	7,694.32
Lafayette	2,940,147	118,725	3,058,872	11,622.95	13,365.63	24,988.58
Lafourche	2,677,135	47,005	2,724,140	16,291.33	9,330.13	25,621.46
Lincoln	1,546,552	97,625	1,644,177	32,991.41	8,172.42	32,163.83
Livingston	874,355	13,575	887,930	18,582.59	4,932.53	23,515.12
Madison	1,502,260	95,010	1,597,270	4,829.08	2,663.79	7,492.87
Morehouse	2,084,455	259,345	2,343,800	19,735.01	7,094.40	26,739.41
Natchitoches	3,673,090	455,160	4,128,250	27,666.48	12,384.75	40,051.23
Onachita	4,509,590	220,570	4,730,160	16,334.17	14,190.42	30,524.59
Plaquemines	1,759,808	148,220	1,908,028	13,062.11	5,724.08	18,786.19
Pointe Coupee	1,603,824	133,765	1,737,589	16,538.54	5,212.76	21,751.30
Rapides	4,925,950	224,115	5,150,065	25,634.99	15,450.19	41,085.18
Red River	1,060,545	116,180	1,176,725	9,538.11	3,530.17	13,068.28

Parish	Valuation of White Property 1901	Valuation of Colored Property 1901	Total Valuation of Property 1901	Total School Fund 1901	A 3 Mill Local Tax would add	Making Total School Fund of
Richland	1,270,568	157,858	1,428,426	11,144.08	4,285.27	15,429.35
Sabine	1,803,075	36,180	1,841,255	18,188.78	5,523.76	23,712.54
St. Bernard	1,073,106	12,590	1,085,696	4,189.54	3,257.08	7,446.62
St. Charles	1,019,202	134,925	2,054,217	4,227.37	6,162.65	10,390.02
St. Helena	801,065	86,215	887,280	4,962.29	2,601.84	7,624.13
St. James	2,235,706	107,400	2,343,106	10,504.63	7,020.31	17,533.94
St. John the Baptist	1,797,631	51,815	1,849,446	8,264.64	5,548.33	13,812.97
St. Landry	473,017	440,770	5,170,940	26,957.35	15,512.82	42,470.17
St. Martin	2,003,170	282,890	2,286,060	11,572.90	6,858.18	18,431.08
St. Mary	5,425,204	308,380	5,733,584	35,018.38	17,200.75	52,219.13
St. Tammany	1,963,789	101,962	2,065,751	7,464.71	6,197.25	13,661.96
Tangipahoa	3,509,320	78,010	3,587,330	17,113.65	10,701.99	27,875.64
Tensas	1,376,620	179,770	1,556,390	13,490.66	4,669.17	18,159.83
Terrebonne	2,833,403	95,070	2,928,473	18,439.48	8,785.41	27,224.89
Union	1,496,000	115,760	1,611,760	17,601.90	4,835.28	22,437.18
Vermilion	3,705,520	80,769	3,786,289	18,060.03	11,358.86	29,418.89
Vernon	2,932,433	12,025	2,944,458	10,503.36	8,833.37	19,336.73
Washington	1,136,920	65,480	1,202,400	9,556.89	3,607.20	13,164.09
Webster	1,640,636	138,685	1,779,021	20,012.58	5,337.96	25,350.54
West Baton Rouge	1,241,575	91,260	1,332,835	9,112.17	3,998.50	13,110.67
West Carroll	546,220	65,165	611,385	1,365.23	1,834.15	3,199.38
West Feliciana	1,172,663	216,733	1,389,396	7,972.00	4,108.18	12,140.18
Winn	1,566,745	38,052	1,604,797	10,936.77	4,814.39	15,751.16
Total	\$145,122,148	\$8,391,260	\$153,513,408	\$908,565.48	\$460,540.06	\$1,369,105.54

A three-mills tax will increase the present school fund by \$460,540.06, or 50.6 per cent., making the total school fund \$1,369,105.54 instead of \$908,565.48 as at present. Orleans is omitted in the calculations of the above table.

TEACHERS' SALARIES 1901.

Parish	Number of Teachers 1901	Total Amount Paid Teachers 1901	Length of Term 1901	Total Average Annual Salary, 1901	Average Monthly Salary, 1901
Acadia	42	\$ 10,381.00	7.0	\$247.17	\$35.31
Ascension	55	12,232.00	6.0	222.40	37.06
Assumption	42	9,649.63	7.0	229.75	32.68
Avoyelles	99	13,297.08	5.0	134.32	26.86
Baton Rouge, E. ...	58	10,179.25	7.0	175.50	25.08
Baton Rouge, W. ...	24	5,192.50	8.0	216.35	27.05
Bienville	68	7,247.24	3.0	106.58	35.52
Bossier	80	15,938.65	6.0	199.24	33.20
Caddo	134	33,758.61	9.0	251.93	27.99
Calcasieu	174	40,869.64	8.0	234.88	29.36
Caldwell	36	2,899.90	3.0	80.55	26.85
Cameron	26	4,417.00	5.5	169.88	30.88
Carroll, E.	27	7,293.65	8.0	270.13	35.02
Carroll, W.	20	1,060.50	3.0	53.02	17.67
Catahoula	64	8,257.80	3.0	129.03	43.01
Claiborne	96	8,899.15	6.0	92.70	15.45
Concordia	39	5,900.00	5.0	151.28	30.26
De Soto	50	18,259.86	6.5	365.20	56.18
Felician, E.	83	11,556.25	7.0	139.23	19.89
Felician, W.	32	6,470.50	5.0	202.20	40.44
Franklin	35	7,285.13	6.0	208.14	34.69
Grant	35	8,997.86	6.0	257.08	42.85
Iberia	52	19,156.41	9.0	368.39	40.93
Iberville	47	8,085.75	9.0	177.04	19.11
Jackson	52	4,219.00	3.0	81.13	27.04
Jefferson	32	8,374.95	8.0	261.71	32.73
Lafayette	41	13,120.75	7.0	320.02	45.71
Lafourche	75	19,008.00	7.0	253.44	36.20
Lincoln	60	9,180.65	4.0	153.01	38.25
Livingston	60	2,909.00	3.0	48.48	16.16
Madison	44	7,300.00	8.0	165.90	20.74
Morehouse	64	14,628.50	8.0	228.57	28.57
Natchitoches	114	15,579.25	6.0	136.66	22.78
Orleans	784	367,269.65	9.0	468.45	52.05
Ouachita	71	9,837.80	5.0	138.56	27.71
Plaquemines	41	9,720.00	8.0	237.07	29.64
Pointe Coupee	73	10,354.48	6.0	141.84	23.64
Rapides	123	24,967.41	5.0	202.98	40.59
Red River	62	7,621.20	5.0	122.92	24.58
Richland	36	6,640.43	6.0	184.46	30.74
Sabine	78	6,016.16	3.0	77.13	25.71
St. Bernard	13	3,240.00	9.0	249.23	27.69
St. Charles	17	3,580.00	7.0	210.58	30.08
St. Helena	42	2,296.30	4.0	54.67	13.67
St. James	30	7,227.00	8.5	240.90	28.34
St. John	24	4,825.00	7.0	201.04	28.86
St. Landry	112	23,807.16	4.0	212.56	53.14
St. Martin	34	9,718.62	6.0	285.84	47.64
St. Mary	79	25,119.55	10.0	318.98	31.90
St. Tammany	46	8,124.50	6.0	176.62	29.43
Tangipahoa	93	9,477.75	4.0	101.91	25.48
Tensas	62	9,237.50	5.5	148.99	27.09
Terrebonne	65	15,092.50	7.0	232.19	33.17
Union	105	7,234.84	3.0	68.90	22.93
Vermilion	53	13,944.55	7.0	132.81	33.20
Vernon	84	5,705.25	4.0	116.43	29.11

Washington	49	4,789.88	3.0	97.75	32.58
Webster	58	10,047.00	9.0	173.23	19.24
Winn	73	5,935.37	3.0	81.31	27.10
Total	4,271	\$98,3515.36	6.0	\$230.28	\$38.38

Leaving out Orleans parish, the total amount paid the 3,487 teachers of the other Louisiana parishes in 1901 was \$616,245.17, which means that the average annual salary of a public school teacher in Louisiana, during 1901, outside of Orleans parish, was \$176.72, or an average monthly salary of \$29.45 1-3 for the average term of six months.

According to the report of the State Superintendent of Education, the average salary per month for white male teachers was \$42 in 1901; for white female teachers, \$33; for colored male teachers, \$26.59; for colored male teachers, \$23.00.

REMEDY: LOCAL TAXATION.

LENGTH OF SCHOOL TERM IN SOUTH AND ELSEWHERE—EXPENDITURES SOUTH AND ELSEWHERE—COMPARISONS.

LENGTH OF SCHOOL TERM IN THE SOUTH.

Tennessee	96
Mississippi	105
North Carolina	78
Louisiana	120
Arkansas	84
Georgia	112
Alabama	78
Texas	110
Virginia	119
South Carolina	86
Florida	96

LENGTH OF TERM ELSEWHERE.

Maine	141
Missouri	144
Washington	148
Iowa	158
Indiana	152
Michigan	160
Delaware	160
Ohio	165
New York	175
California	166
Massachusetts	189

NOTE: The above figures are taken from Report of U. S. Commissioner of Education, 1901.

EXPENDITURE FOR EACH PUPIL ENROLLED, SOUTH.

Virginia	\$ 9.70
North Carolina	4.56
South Carolina	4.62
Georgia	6.68
Florida	10.25
Tennessee	5.17

Alabama	3.10
Mississippi	6.48
Louisiana	8.82
Texas	10.18
Arkansas	6.88

EXPENDITURE FOR EACH PUPIL ENROLLED, ELSEWHERE.

Maine	\$17.80
Missouri	17.13
Washington	28.25
Iowa	23.65
Indiana	19.12
Michigan	22.21
Delaware	17.93
Ohio	23.33
New York	41.68
California	36.67
Massachusetts	38.21

SCHOOL FUNDS RAISED FOR EACH ADULT MALE, 21 YEARS OLD, SOUTH.

Virginia	\$ 4.56
North Carolina	2.65
South Carolina	3.37
Georgia	3.95
Florida	5.10
Tennessee	3.71
Alabama	2.66
Mississippi	4.00
Louisiana	3.70
Texas	6.35
Arkansas	4.66

SCHOOL FUNDS RAISED FOR EACH ADULT MALE, 21 YEARS OLD, ELSEWHERE.

Maine	\$8.02
Missouri	8.80
Washington	11.46
Iowa	14.84
Indiana	11.04
Michigan	11.35
Delaware	7.55
Ohio	11.63
New York	17.27
California	13.98
Massachusetts	16.53

A COMPARISON.

SCHOOL HOUSES IN THE SOUTH AND ELSEWHERE—SCHOOL HOUSES OF THE SOUTH COMPARED WITH THE CHURCHES.

Below are given the total value of the school buildings and grounds, the number of school houses, and the average value of each in the several Southern States. (Report of U. S. Commissioner of Education, 1901.):

	Value of School Property	No. School Houses	Average Value
Va.	\$3,336,166	7,218	\$462
N. C.	1,466,770	7,264	183
S. C.	990,000	4,918	201
Ga.	2,738,800	6,246	438
Fla.	970,815	2,342	415
Tenn.	3,063,568	7,185	426
Ala.	1,500,000	7,058	214
Miss.	1,636,055	6,687	259
La.	2,450,000	3,302	742
Texas	9,166,550	10,811	838
Ark.	2,616,537	5,254	498

SCHOOL HOUSES ELSEWHERE.

The figures below are based on report of U. S. Commissioner of Education, 1901, and show the value of school property, number of houses, and average value of each house in eleven states outside of the South:

	Value of School Property	No. School Houses	Average Value
Ohio	\$46,182,062	13,174	\$ 3,506
Indiana ..	25,000,000	10,003	2,500
Mich.	20,404,388	8,066	2,520
Wis.	16,574,795	7,179	2,308
Mass.	48,979,719	4,058	12,069
Dela.	1,043,997	550	1,898
N. Y.	87,292,414	11,916	7,326
Maine	4,538,018	4,018	1,120
Iowa	18,223,749	13,922	1,302
Wash. ...	5,979,557	2,148	2,783
Cal.	19,939,167	4,000	4,759

The following table will show the relative value of the churches

and the school houses in the several Southern States:

	Average Value School Houses 1901	Average Value of Churches 1890
Virginia	\$462	\$2,140
North Carolina ...	183	1,087
South Carolina ...	201	1,420
Georgia	438	1,174
Florida	415	1,352
Alabama	214	1,125
Mississippi	259	878
Louisiana	742	1,997
Texas	838	1,539
Arkansas	498	861
Tennessee	426	1,724

LOOKING FORWARD.

SOME THINGS FOR THE FUTURE,
NONE OF THEM IMPOSSIBLE.

The educational statesmanship of this generation must solve a number of problems, if the next generation is to be well educated. The rural school must be so organized as to reach the life of the children who come to it for help. That school must be a strong school as to numbers, it must be taught by trained teachers, it must be supervised by an educational expert, it must have a good library, it must be housed in a good building, and it must have attractive environments. The following short articles may point the way to the solution of some of these problems.

THE MODEL SCHOOL.

"Education should prepare people for the life they have to live. Their education should somehow grow out of that life. We formerly educated people to talk. We should now undertake to educate all the people for all the work there

is to do. All children must be prepared for life, for the ability to earn a living. But along with it should go the studies that make for culture and humanity.

"If we could teach all people how to make a living we would go far toward making all people honest. If we could teach all the people how to bear well their own burdens and help to bear some of the burdens of others, we could solve the race problem and many of the other problems that now vex our social life.

"The country school should be conducted for country children. The proposed model country school to be established in Knox County, Tennessee, will serve the purpose of description. There will be twelve acres of land about the school. It will be a consolidated school, enabling a large number of children to be brought together. The house will have six rooms for the accommodation of about 250 children. There will be an assembly hall for entertainments and other social gatherings. There will be wide halls and good cloak rooms in the building. The whole survey will be artistic.

"The principal's home will be near the school house. His house will be a model for the community. There will be an orchard, a vineyard, a garden, all to demonstrate what has been done in agriculture, not necessarily to try experiments.

"The course of study will be

broad. The subjects like reading, writing, and arithmetic will be taught, along with the great literature of the world. There will be a small laboratory for elementary physics and chemistry. A shop and a domestic science department will form a part of the equipment of the school. Music will also be taught.

"The teachers will be chosen for their ability to do the work in the school. There will necessarily need be about six of these, in order that the work may be properly divided and that all the subjects may be taught by experts in the various subjects."—PROF. P. P. CLAXTON, Richmond Conference.

RURAL LIBRARIES.

The following is the essential part of the North Carolina Rural School Library Law. Some explanations and the results of one year's operation are given:

"Whenever the patrons and friends of any free public school shall raise by private subscription and tender to the county superintendent of schools, for the establishment of a library to be connected with said school, the sum of ten dollars, the county board of education shall appropriate from the money belonging to that school district asking for the library, the sum of ten dollars for this purpose, and shall appoint one intelligent person in the school district the manager of said library. The county board of education shall

also appoint one competent person, well versed in books, to select the books for such libraries as may be established under the provisions of this act.

"As soon as the county board of education of any county shall have made an appropriation for a library in the manner prescribed, the county superintendent of schools shall inform the secretary of the state board of education of the fact, whereupon the said state board of education shall remit the county superintendent of schools the sum of ten dollars for the purchase of books for the said library. Upon receipt of this money, the county superintendent of schools shall turn over to the person appointed to select books, the amounts secured by private subscription, by appropriation from the county board of education, and by appropriation from the state board of education."

The above act also provided that the sum to be thus expended by the state be limited to \$5,000 and that the number of libraries be limited to six in each county. In one year after the passage of the act 355 libraries were established, in 78 of the 96 counties of the state, at an expenditure of \$3,550 by the state and \$7,100 by the counties and local communities, making a total expenditure of \$10,650.

The legislature of 1903 appropriated \$5,000 for six additional libraries in each county and added

\$2,500 with which to buy additional books for the 355 libraries already established. The \$2,500 already appropriated for replenishing the old libraries will be expended as follows: The local community raises \$5, the county board of education then gives \$5 more, and the state adds \$5, making a net sum of \$15, with which to add books to the already established libraries.

Each rural library must be conducted under rules and regulations prescribed by the state superintendent of public instruction. This prevents loss of books and the destruction of the library. The North Carolina Literary and Historical Society has been a potent factor in bringing about the passage of the law and in securing the establishment of libraries.

THE WOMAN'S ASSOCIATION.

The North Carolina Woman's Association for the Promotion of Better School Houses was organized in the State Normal and Industrial College, at Greensboro, on April 3, 1902. The College Association soon began to organize associations in the several counties; 20 counties now have good organizations. The Youth's Companion has taken an active interest in the work of the Association, and furnishes pictures as premiums to those schools which take steps toward beautifying their houses and grounds. The plan of organization is simple, and contemplates

interesting the women of each community in beautifying the local school house and grounds. The women pay no dues. Service only is required. Men may join by paying an annual fee of one dollar.

BETTER SCHOOL HOUSES.

A LETTER THAT TELLS AN INTENSELY
INTERESTING AND PROFITABLE
STORY.

The following letter, dated April 27, 1903, was written to Miss Edith I. Royster, of Raleigh, North Carolina, by a Wake County (N. C.) teacher. Miss Royster is president of the Wake County Woman's Association for the Promotion of Better School Houses. She read this letter at the meeting of the State Association held at Greensboro, May 5th. The letter says:

"When I took charge of the Eagle Rock school in September last I found a house in the midst of a large yard grown up in briars, weeds, and broom sedge. Just in front of the door was a road made by drivers taking a short cut from one public road to another.

"The interior of the house was no more inviting, containing only desks and two small blackboards, the floors and walls being much discolored. I had to begin with small things. I found two nice, large calendars, and hung one in each room. I also told the trustees that three more blackboards

were needed, and these they willingly gave.

"Then I learned that one of the trustees had a large map of the United States. I went after this map and got it. Indeed, he lent it with pleasure when I told how much it was needed. Shortly after this the County Superintendent visited the school, and I asked for a globe to be paid for by the county. He replied that it would be a pleasure to present the school with one, which he did. It has been of great service.

"But the yard gave me the horrors. I laid the case before the children and called upon them for help toward a new order of things. Then I appointed December 13 as work day on the yard, and sent requests to several patrons to be there on that day, and in the notes specified the tools each should bring.

"When I drove up with my wagon load of tools and workmen on the 13th there were waiting for me a strong force of hands and eight horses and mules. They plowed, and chopped and dug, and harrowed, and laid off walks, and when we left things were marvelously changed.

"The following Friday was appointed Arbor Day, and all the people of the community, whether patrons or not, were invited to bring trees. Nature recognized her friends, and gave a lovely day, and the people came. The chil-

dren rendered some appropriate selections. Miss Royster followed with an address, and then we went out and planted the trees. There were forty-seven planted, mostly elms and maples.

"One gentleman sent word that it was impossible for him to be there then, but to have three places marked, and when I began the new year his trees would be there. They were. He named one for me, one for my assistant, and one for the preacher. The preacher—ungrateful one—has died, but the teachers, as was to be expected, are holding their own. Out of the fifty trees forty-six lived.

"The map trustee had some rye, and he volunteered to sow it on the ground and so prepare the soil for grass next fall.

"A letter to our Congressman telling about the work and asking for trees brought seven choice varieties from Washington, which have been tended with great care.

"I sent a little sketch of our Arbor Day to the Youth's Companion, and by way of encouragement, this paper sent the school a set of historical pictures and a handsome United States flag. What a happy time that was!

"The five pictures were neatly framed and glazed through the efforts of five little girls, and do brighten the walls so much. Each little tot was allowed to choose the picture she wanted to frame, and her name and the date were writ-

ten across the back. This gladdened their little hearts and was, at the same time, an object lesson showing that efforts bring results.

"About this time I interested the large girls in buying a carpet to cover an unsightly rostrum. They were instructed not to take more than five cents from any one, but that that one might be visited by each of them in turn. The money came right in, and the carpet was soon down.

"A crying need here was a well. Water for the school (88 children) had to be brought a long distance. So I borrowed a buggy and mule and drove round the country soliciting subscriptions to dig a well. Some promised cash and others agreed to haul stones for the wall. One man said that he would make up any deficit there might be when the work was done.

"The well has not been digged, however, because a digger could not then be found, but one has now been secured, and the work will commence.

"The Ladies' Association organized by Miss Royster has planted fourteen flowering shrubs, violets, lilies, chrysanthemums, honeysuckle, clematis, Virginia creeper, and thirty-four rose bushes, and the Congressman has remembered us again with packages of seeds.

"When the rye was planted I had left a large square made by the angle of two rooms, in part.

Most of the flowers are set here. My friendly trustee gave cedar posts for the two open sides, and this square is wired in. I sent to a livery stable and asked for wire that comes round bales of hay. This isn't very strong, but answers as a protection now, and next year perhaps a better fence may be forth-coming.

"Plans for a library are on foot, and eleven volumes have been donated. This work is engaging my attention now, and by the close of another year my school hopes to make a good library report. The hope is also indulged that the ceilings may be painted white and the walls tinted a soft color.

"Things are looking pretty now. The rye is green, the violets have bloomed, and the roses are budding. The trees are making a brave show, and Friday I tried them to see how many made shade enough to cover me.

"It does me good to stand in the door and contrast the present with the showing we made in December; and, with the exception of the well, it has cost almost nothing, for the carpet and frames came by getting a nickel here and there, and no one is the poorer.

"Very truly yours,

"ANNIE ABERNATHY.

Eagle Rock, N. C., April 27, 1903.

Miss Royster, you will doubtless think that such small happenings might have been told in fewer words—but, perhaps, you have a blue pencil.

SCHOOL HOUSE LOAN FUND.

The North Carolina Legislature of 1903 passed a law which provides in brief that the \$200,000 swamp land fund now held by the Board of Education shall be loaned to county school boards, the county boards in turn to lend to district schools to aid in building houses, the loans to be for periods of ten years (one-tenth to be repaid each year) and to bear 4 per cent. interest. In other words, if the entire \$200,000 should be called for this year, next year one-tenth, or \$20,000, would be returned, with \$8,000 interest, to be in turn loaned again—and so year after year.

This law also provides that all school houses in the future shall be constructed in accordance with plans approved by the State Superintendent of Public Instruction. The fund is a loan fund and not a gift fund, and will be used, as far as possible, to stimulate self help.

This year 400 school houses, costing on an average of \$500, can be built by means of this fund alone. Next year 40 more houses can be built. As the interest accrues and the fund increases the number of school houses that can be erected each year will increase in proportion.

It is as necessary for a civilized community to have a decent school house as it is for that community to have a decent church. If a respectable church in a com-

munity makes for law and order, it must be that a respectable school house, in which the morals and the destiny of children is fixed, must be a paying investment.

COUNTY NORMAL SCHOOLS.

The Wisconsin Legislature of 1899 established two county normal training schools for public school teachers (Wisconsin has seven large state normal schools). The reason urged for the establishment of these schools was that the graduates of the large normal schools did not often find their way down into the rural schools.

The requests of Dunn and Marathon counties were, therefore, granted and the schools established, aided by state and county school funds. The success of the plan was soon apparent and resulted in a general state law, enacted in 1901, by which the county board of education of any county within which a state normal school is not located may establish a county normal training school for teachers of the common schools. Six such schools are now in operation. The success of the schools longest in operation has been such as to command the hearty support of the communities in which they are organized, and to settle once for all the question of their value. The only fear expressed is that enough funds will not be provided in the future for their maintenance as will secure the best teaching talent, but such a contingency is remote.

The expenditures of these schools for 1901-2 show that the Dunn County school cost \$3,841; the Marathon school, \$3,442; and the Manitowoc school, \$3,803. These schools have one head teacher and an assistant. The local town schools are utilized for practice and observation work. A high school education is usually required of students for admission.

THE CAMPAIGN.

DR. ALDERMAN'S REPORT ON ITS
PROGRESS—LIST OF SPEAKERS FOR
THIS YEAR.

DR. ALDERMAN'S REPORT AT RICH-
MOND.

"I desire to report briefly to this conference today the work attempted, the results thus far accomplished, and the plans in mind in the Southwestern field since the last session of this Conference in April, 1902. It should be clearly understood that our great purpose is to arouse an irresistible public opinion for the establishment and maintenance of a system of schools adequate for the needs of a free people. The first achievement of this public opinion will be the appropriation of sufficient money for such schools. This money may be obtained by state appropriation, by local taxation and community effort, and by appropriation of unexpended balances by parish and county boards. The next achievement will be the consolidation of weak schools into strong central

schools and the hauling of children to these central schools. It is believed that better school houses, the trained teacher and all other blessings will follow in the wake of these achievements. Much has been accomplished in these directions by devoted men in the Southwestern field for the last twenty years, but each new generation must fight for its life and the life of the generation to come.

“It should be clearly understood that our great purpose is to arouse an irresistible public opinion for the establishment and maintenance of a system of schools adequate for the needs of a free people. The first achievement to this public opinion will be the appropriation of sufficient money for such schools. This money may be obtained by state appropriation, by local taxation, and community effort, and by appropriation of unexpended balances, by parish and county boards. The next achievement will be the consolidation of weak schools into strong central schools and the hauling of children to these central schools.

“An intensive campaign was conducted in the parish of Calcasieu by Professor Hines, of the Louisiana State University. In this great parish, which contains a population of 35,000 people, thirty meetings were held and seventy addresses delivered. As a result of this activity one ward voted outright a special tax of three mills,

and five others have voted the five-mill tax, amounting to a total of \$15,000. Perhaps the best result of this single parish campaign was the revelation to the whole state of the possibilities of this great work and the revelation to all the other parishes of the good that can come to them by co-operation with this board.

“The Central Education Campaign Committee, consisting of the Governor of the State, W. W. Heard; the State Superintendent, Hon. J. V. Calhoun; Colonel T. D. Boyd, president of the Louisiana State University; President B. C. Caldwell, Louisiana State Normal College, and myself, have appointed Mr. William M. Steel, of the Picayune, as executive secretary of that committee. Twenty parishes, carefully selected, have been chosen as the immediate field; sixty-five citizens of Louisiana, including the Governor, State Superintendent, prominent teachers, state officers, eminent lawyers and business men, have accepted service as campaign speakers. Appointments have been made already at twenty-five points, and the state will be covered in the next three months. The prominent men of the localities concerned, parish school boards and committees of citizens are co-operating with the speakers and school officers.

“Recent communications from the state superintendents of Mis-

Mississippi and Arkansas enable me to say briefly that very genuine progress has taken place, under their wise direction, in both of those places in the last few months and both of them are the scenes of great activity in educational matters. In Mississippi a popular educational campaign was waged throughout all last summer with favorable results, eleven out of fourteen counties signifying their desire to increase the school tax.

"Democracies are not in the habit of being carried in a chariot of enthusiasm to a height of civic perfection. The whole process is a toilsome process of convincing and persuasion. I am not going to speak of difficulties here today; they are there, but it is our business to get rid of them. Perhaps, however, I may be pardoned for mentioning the Mississippi River. It costs Louisiana a million dollars a year to control that river in normal times. It will cost it this year a million and a half in addition to this. This is a very grave difficulty indeed, which the lower Mississippi Valley should be relieved of by the United States government. It has been impossible to attempt anything practical in the river region this spring. Still I can say that it has not diminished the zeal of these people in educational matters. Indeed, it seems to have increased their interest in a way, as men are always more interested in vital things when they are in trouble.

"The last word I have to say to this Conference, therefore, is a distinct word of hope for the future and of praise to the citizens of Louisiana from Governor Heard to the simplest man among them. Their response to our invitation to take part in this struggle is of such a character as to remove any doubt in my mind as to the ultimate result. The population of this region is not a tax-hating population. The press of the state, rural and urban, is behind this movement. The whole region is feeling the breath of the West and the spirit of illimitable growth and opportunity everywhere entering the consciousness of the Southern people. I have no novel suggestions to make. The moulding of public opinion is a slow business, but it is splendid and renovating when it is moulded. The thing for us to do, therefore, is to hammer on until the desire for better schools and all that belongs to better schools becomes a contagion to the people. It is, perhaps, proper for me to state that as district director of the Southern Education Board it has been my privilege to make thirty-five public addresses in the past year on the subject of education, twenty-six of them being in Louisiana, Mississippi and Alabama, and nine in other states. By extensive correspondence with the press and prominent citizens everywhere I have done what I could to forward the purposes of this Conference in its desire to advance the good life

of the nation. The people of Louisiana are ready, as I have said, for large action. Their leaders are enthusiastic and dead in earnest; strengthened and stimulated by the hopefulness issuing from this Conference and from the Southern and General Education Boards, much lasting good will be done. I desire to express my appreciation of the confidence and courtesy of these boards and of the wisdom and sympathy and farsightedness of Dr. Wallace Buttrick, general agent of the General Education Board."

POINTS TO EMPHASIZE..

Local Taxation. — Police juries allot a portion of the 10-mill tax for school purposes, and the idea is to get as large an allotment as possible. In some parishes it is 1 mill, and in others $2\frac{1}{2}$. Article 232 of the Constitution allows the levy of a special tax for the purpose of building school houses. That is the crying need in the rural districts of Louisiana.

Better School Houses. — The average country school house is a tumble-down, rickety structure that is unfit for any purpose, and for that reason usually falls to the service of the School Board. Build good, substantial structures, well ventilated and well lighted.

Trained Teachers. — Pay the teachers a little more, and get competent teachers. Encourage them to attend the normal schools and teachers' institutes.

Consolidation of Schools. — Instead of building two small, cheap school houses five miles apart, giving the children at the greatest distance two and a half miles to walk, it is better to build one good building every ten miles, giving the children at the greatest distance five miles to walk. It would even pay for the parish to contract with some one to carry those children from the greater distances. The children would get the benefit of the modern school house and would not suffer the danger to their health from sitting in a drafty room, or ruin their eyes for want of proper light. Fit up the school with desks and comfortable seats.

School Libraries. — Every school should be provided with a library, no matter how small; but care should be exercised in the selection of the books.

SPEAKERS.

The following speakers will take part in the Louisiana educational campaign this summer: Hon. J. Y. Sanders, Speaker of the House of Representatives, New Orleans; Judge S. McC. Lawrason, St. Francisville; H. T. Liverman, Esq., Mansfield; Hon. John Marks, Chairman House Judiciary Committee, Napoleonville; Dr. Edwin A. Alderman, President Tulane University; Prof. Charles Janvier, Tulane University; Justice N. C. Blanchard, Supreme Court; Prof. Alcee Fortier, Tulane University;

Prof. J. H. Dillard, Tulane University; Hon. J. V. Calhoun, State Superintendent of Education; Frank T. Howard, Esq., New Orleans; E. L. Thomas, Esq., Shreveport; J. M. Foster, Esq., Shreveport; Gen. Leon Jastremski, Baton Rouge; D. C. Scarborough, Esq., Natchitoches; Prof. A. T. Prescott; Baton Rouge; Prof. R. L. Himes, Baton Rouge; Col. J. W. Nicholson, Baton Rouge; Judge A. V. Coco, Marksville; Judge J. L. Gaudet, Edgar; Hon. Thos. C. Barrett, Shreveport; Justice O. O. Provosty, State Supreme Court; Congressman R. F. Broussard, New Iberia; Prof. H. M. Gill, Boys' High School, New Orleans; District Attorney George K. Favrot, Baton Rouge; Walter J. Burke, Esq., New Iberia; A. J. Lafargue, Esq., Marksville; William Polk, Esq., Alexandria; Riley J. Wilson, Esq., Harrisonburg; H. H. White, Esq., Alexandria; E. B. Dubuison, Esq., Opelousas; Lt.-Gov. Albert Estopinal, Estopinal; City Attorney Garland Dupre, New Orleans; Prof. E. L. Stephens, Lafayette; Congressman J. E. Ransdell, Lake Providence; Governor W.W. Heard, Baton Rouge; A. L. Ponder, Esq., Many; Ex-Congressman Charles F. Buck, New Orleans; Charles Payne Fenner, Esq., New Orleans; John A. McIlhenny, Esq., New Orleans, and P. M. Lambremont, Esq., Convent.

THE FIELD.

INTERESTING EDUCATIONAL NEWS
HAPPENINGS THROUGHOUT THE
SOUTH.

Forty young women public school teachers, representing all sections of North Carolina, attended the May School of the State Normal and Industrial College, Greensboro, North Carolina, April 28 to May 22, 1903. This is a special training school for public school teachers who are unable to attend the Normal school as long as one year at a time.

The Public School Art League, of Richmond, Virginia, has begun the work of the artistic decoration of the public school buildings of that city, a work for which the league has been recently organized.

The Southern Educational Association will meet at Asheville, North Carolina, June 30 to July 3, 1903. Reduced rates are offered by all railroads. The officers of the association are J. W. Nicholson, Louisiana, president, and R. J. Tighe, Asheville, North Carolina, secretary.

The South Carolina State Teachers Association will meet at White Stone Lithia Springs, June 15th to 18th, inclusive. The association will consider how the colleges and the State can most wisely co-operate; what the colleges

and the schools can do to aid each other; and the question, what to do about athletics?

A \$2,500 public school house will be built at an early day at one of the mill settlements in Randolph County, North Carolina. Two local tax districts have been recently formed in Randolph County. Local tax elections will be held in them some time during the summer, with good prospect of a successful vote.

On June 4th, Macon County voted for compulsory education by a majority of 88 votes. This is the first county in North Carolina to adopt compulsory education by popular vote.

The North Carolina Legislature of 1903 enacted a compulsory school law for Mitchell County. This makes two North Carolina counties which now have compulsory school laws.

Governor Aycock, of North Carolina, has so far this year made twenty-five educational addresses, traveling more than 2,000 miles in order to make them.

Ovesen school district, Robinson County, North Carolina, voted a local tax for public schools on June 5th. There are now five local tax districts in Robinson County.

The North Carolina public school house loan fund, provided for by the Legislature of 1903, will be

loaned under the following conditions:

1. Not more than half the cost of new school houses and grounds or of the improvement of old school houses shall be lent to any county for any district.

2. No loan will be made to any county for a district containing less than sixty-five children of school age, unless, after careful investigation, the State Superintendent shall certify that the continuance of such district is necessary on account of sparsity of population or the existence of insurmountable natural barriers.

3. Preferences will be given to the following counties and districts:

(a) To rural districts or to towns of less than one thousand inhabitants where the needs are the greatest.

(b) To rural districts or towns of less than one thousand inhabitants that support their schools by local taxation.

(c) To those districts that will help themselves by appropriation and private subscription.

4. One-half the cost of school houses and grounds will be lent to a county for any large district formed by consolidation of two or more districts.

5. All houses upon which loans are made must be constructed strictly in accordance with plans approved by the State Superintendent of Public Instruction as required by law.

6. No loans will be made for any rural district or small town for any house costing less than \$250.

7. No loans will be made to any county for a district until all information requested of the county board of education, the county superintendent, and the school committee, by blanks or otherwise, in regard to the loan, shall have been furnished to the State Superintendent of Public Instruction.

School district No. 4, Richland County, S. C., will consolidate all its white schools into one central school and transport those children who live too far away to reach the central school conveniently. The central school will have three teachers; there will be modern equipments and a school library. Mr. E. B. Wallace is superintendent of Richland County.

The town of Temple, Georgia, voted on May 24th to issue bonds with which to build a public school building for that town.

The county board of education of Mecklenburg County, North Carolina, on June 8th redistricted Paw Creek township in that county, decreasing the number of schools from seven to five, and provided for a central high school at the old Paw Creek Academy site. The five schools will hereafter be elementary schools.

The people of District No. 1,

Steele Creek township, Mecklenburg County, North Carolina, voted a special school tax during the first week in June. That district will share in the \$8,000.00 school fund raised at the Charlotte educational Conference one year ago.

Hendersonville, North Carolina, will vote on July 8th on the question of issuing \$6,000 worth of bonds with which to erect a graded school building in that town.

Mount Airy, North Carolina, voted on June 9th to increase its local tax for public schools from 25 cents to 35 cents on the \$100 worth of property.

The town of Warrior, Alabama, will vote on July 8th on the question of issuing bonds for building a public school house.

The Alabama Press Association recently adopted the following resolutions in regard to local taxation for public schools:

"That the Alabama Press Association promises its encouragement and support to this great work.

"That we favor local taxation and request the Legislature of Alabama to enact a law, as provided in the Constitution, giving the voters of the different counties the right to vote on this question.

"That we petition our school authorities to give every encouragement and support at their command to upbuilding and strengthening

the schools in rural districts in the State.

"That we favor redistricting the State into more convenient school districts."

PROGRESS IN VIRGINIA.

The following letter of recent date explains itself:

You will be glad to hear that the Virginia country people are moving for better schools. In a number of counties they have raised the local tax, going in some instances to the constitutional limit of fifty cents on the hundred dollars. I have not heard of a single case in which the movement has failed. School houses of modern design and equipment are going up in various parts of the State, and the work of consolidation is growing in favor. Superintendent Stephens, of Montgomery County, and his trustees, are showing much zeal and tact in this direction. Already they have reduced the number of schools in the county by eleven, and they are still pressing forward with the work. In two cases, where their tact failed, the matter was submitted to a board of arbitration, and the decree of consolidation was sustained in each case. It is gratifying to be able to add that in each case,

also, the opponents of the movement came into hearty accord after seeing its results. At Christiansburg, the county seat, where an excellent and commodious brick building has been recently finished, they are bringing in three neighboring schools. Committees of leading citizens are working for new houses, consolidation, and graded schools at Pilot, Elliston and Blacksburg. Mr. Stephens is also co-operating with the authorities in Pulaski County for one good consolidated school out of several smaller ones, situated some in Pulaski and some in Montgomery County. There seems to be no doubt of the success of this movement, hitherto untried in the State, so far as I know.

In Wise County one district has bonded itself for \$15,000 to build and equip a school house, and has in addition levied a tax of thirty cents on the hundred dollars for school purposes. Another district of this county is collecting fifty cents on the hundred dollars.

In Waynesboro, Augusta County, and at Houston, South Boston and Scottsburg, Halifax County, they are at work for modern buildings and up-to-date schools. And so the good work is going on in other parts of the State.

ROBERT FRAZER.

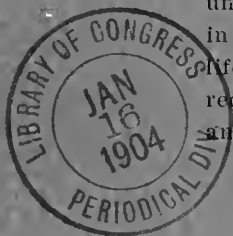
JULY 10, 1903

Price 50 cents per year



Southern Education

(Mississippi Edition)



"Education means life; and universal education—universal not merely in the persons admitted to it, but in the vital topics with which it deals—means universal life—a vitalizing of the farm and the factory, the full recognition of the truth that all toil can be intelligent, and, therefore, all toil can be itself educative."

—*The Outlook.*

"Teaching seems to be the only profession or work in the world in which experience and professional preparation are not considered of indispensable importance."

—*Dr. J. L. M. Curry.*

**Rural Schools
Local Taxation
Consolidation Data
Population and Illiteracy
Editorial and Miscellaneous
The Field**

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers

VOL. 1

Nos. 15 and 16

SOUTHERN EDUCATION BOARD

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The city tax-payer has as great a financial interest in the education of the country school boy as has the boy's next door neighbor. The country boy often finds his later home in the city. His money value in his new home is determined by his education. The city makes its largest sales to those living in the country possessing the best education. In either case, the city is financially interested in the education of all the children of the state.

SUPT. W. W. STETSON, Maine.

Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year 50 cents
Three months 15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Friday, July 10, 1903

This number of Southern Education has been prepared after consultation with State Superintendent Whitfield and with the Mississippi State Teachers' Association Committee on Rural Schools. The matter herein presented has the endorsement of the above as well as that of many other leading teachers of the State.

CHARLES L. COON, *Editor*.

The last report of the State Superintendent of Mississippi states that 5367 white teachers are employed in the State. Of that number 4658 are employed in rural schools and instruct 158,154 children. Less than 10 per cent. of these teachers have any training for their work except that obtained in the rural public schools. The average service of a rural school teacher in Mississippi is just four years. This means that one-fourth of all the

white school children of Mississippi who attend school, 39,538 children, are each year in schools conducted by poorly educated, wholly inexperienced, young teachers who know next to nothing of school organization, discipline, and professional work.

Such educational conditions are not recited except to call the attention of the people to the facts. The education of the children must be the supremest duty of this generation to the next. The utter lack of adequate school facilities in the one item of trained teachers must appeal to all thinking men everywhere. Conditions in Mississippi are no worse than in other sections of the South.

SUMMER SCHOOLS.

Reports from all the Southern summer schools are very gratifying. The Louisiana summer schools have had a larger attendance than ever before in their history. The same is true of the summer school of the University of North Carolina. The summer school of the Agricultural and Mechanical College at Raleigh, N. C., opened July 1, with an attendance of more than 300 teachers.

The Winthrop Normal summer school and the summer term of South Carolina College have more students than they expected.

The Summer School at Athens, Ga., is attracting many teachers and has a large attendance, this being the first year of its existence. Pres. E. C. Branson is more than gratified at his initial success. The University of Mississippi summer school has had an attendance of more than 600. Chancellor Fulton writes that the school has been more successful this year than ever before.

The Summer School of the South at Knoxville, on July 4, had an enrollment of 1753, representing 32 states and territories, Canada, and India. This is a considerably larger enrollment than on the same date last year. All this means an increased interest in the training of teachers, which is most hopeful to the cause education in the South.

The public school at Haw River, North Carolina, has been named Aycock. It is a rural school and the people of that community recently voted a local tax.

Almost all of the school plants of the country are now idle and will be 'till September. In the country

districts of the South the school buildings and grounds will be idle even longer still. Would it not pay to utilize all this public property every month in the year? Public buildings would be of more use worn out in service than they are when permitted, as now, to be worn out by decay and neglect.

The average monthly salary paid white teachers in Mississippi, 1900-1901, was \$30.64; colored teachers received \$19.39. The average school term was somewhat less than six months, which means that the average annual salary of a white teacher in Mississippi is about \$185; of a colored teacher about \$120. Of course, such salaries can only mean that those who teach the country children of Mississippi must have another occupation besides teaching in order to live.

A Cleveland county, North Carolina, school teacher recently wrote State Superintendent Joyner that in order to make a living he has had to mine monazite, haul tanbark, mend shoes, mine mica, play the fiddle, and do many other things unprofessional during the past few years.

The Constitution of Alabama will

not permit the total state and county taxes to exceed one dollar and twenty-five cents on each \$100 valuation of taxable property. This prevents local taxation for schools in many places. Alabama needs a constitutional amendment which will enable townships and towns to levy special taxes above the State and county limitation.

The following Mississippi counties last year lengthened the term of their public schools through local taxation: Lauderdale, Newton, Rankin, Hinds, Claiborne, Franklin, Adams, Amite, Wilkinson, Pike, Lawrence, Covington, Simpson, Smith, Jasper, Clarke, Jones, Perry, Panola, Harrison, Yazoo, Madison, Lincoln, Marion, and Jefferson—25 counties out of 75.

In the making of a school the first great necessity is a teacher. In Sampson county, North Carolina, during the year 1902-03 a real teacher was put in charge of a country school. The house was much too small for the 75 children who came to be taught. That woman organized the large boys and they succeeded in getting the co-

operation of the parents. A new room was added to the small school house at no cost whatever to the district school fund. An entertainment was given and the proceeds bought the nails and other hardware necessary to erect the building. The labor of the boys and their parents did the rest. And that was a poor community, too. What is needed more than all else in making a school possible in every community in the South is one real teacher in every community, a teacher who has personality and who can lead.

Massachusetts has 179 superintendents of public schools who give all of their time to the work of supervision. The average annual salary of these superintendents is \$1,937, only twelve superintendents receiving less than \$1,500 a year. If supervision pays in Massachusetts, it will pay in North Carolina, in Louisiana, and in all the Southern States.

Morganton, North Carolina, voted on July 6 to establish graded schools and in favor of a local tax. The same proposition had failed twice before.

RURAL SCHOOLS.

REPORT OF THE COMMITTEE OF FIVE. A BRIEF HISTORY OF THE REPORT.

The Mississippi State Teachers' Association, at its meeting held at Jackson, Mississippi, May 2-4, 1901, appointed a Committee of Ten to report on Rural Schools. This committee, at the next annual meeting, May 1-3, 1902, made its report, which, owing to its incompleteness, was not formally adopted; but was received and published in the proceedings of the Association. At that meeting a Committee of Five, composed of members of the Committee of Ten, was appointed to revise and complete the report and present it to the Association in May, 1903. At Vicksburg, April 30 to May 2, this committee presented its report. Owing to the length of the report it was deemed best to publish it and place it in the hands of all. To that end the association authorized the committee to publish and distribute it.

THE REPORT.

To the Mississippi Teachers' Association:

Your Committee of Five, appointed to continue the study of the Rural School Problem and to report to the Association, recommending such changes as the committee deems wise, begs leave to report. The committee has endeavored to carry out instructions, and presents this report of its work, feeling that the report itself is by no means free from objections.

The question, how shall we accomplish most good to the State and to the people of the State through our rural schools, is far the most important question that confronts this Association. The educational writers and thinkers of the entire country have repeatedly adverted to the rural school problem as the paramount educational problem in the United States; and, if this be true in the older, richer, and more populous states, how much more is it true in Mississippi, where the population is sparse and where more than 80 per cent of the people live in rural communities? With us, the rural school problem is practically the educational problem. Our state superintendents of education have long since recognized the truth of this statement, and, like the broad-minded men that they have been, have labored arduously in behalf of the common schools of the State. But in spite of the efforts of superintendents the progress of Mississippi's rural schools has not been gratifying as may be seen from the following statistics, covering a period a little less than ten years:

In 1892 the assessed value of property in Mississippi was \$185,-

398,894, and \$1,192,844, or six-tenths of one per cent was spent for schools.* In 1899, the assessed value of property was \$188,275,909 and \$1,306,186, or less than six-tenths of one per cent, was spent for schools. In 1892 we spent for each pupil in average attendance \$6.43, and for each pupil enrolled \$3.72; while in 1899 we spent only \$5.61 for each pupil in average attendance, and \$3.08 for each pupil enrolled. In 1892 our schools were kept for 102.6 days, while in 1899, they were kept only 90.9 days. These figures seem to make sufficiently apparent the need for some agency to improve the condition of rural schools; but there is still another factor that should not be overlooked.

According to the last report of the superintendent of education for the State, there were 204,222 children of school age in the State, whose names were not found on the rolls of the schools. It was with such facts as here disclosed that your committee had to contend throughout the entire scope of this report. And since the experience of history seems to teach so conclusively that ignorance and crime increase in a direct ratio, that is, as ignorance increases so does crime; while intelligence, virtue, and prosperity are mutually interdependent, your committee expresses the hope that every member of the Association will lend aid toward the improvement of the conditions as herein set forth.

In order to make a more systematic, thorough study of the topic assigned to it, the committee divided the work up and treated the subject under the following sub-topics: Maintenance, Supervision, Teachers, Course of Study, and Consolidation of Schools, which are treated seriatim in this report.

G. F. BOYD,

M. ROSE,

J. C. FANT,

J. C. HERBERT,

G. L. GRADY,

Committee.

MAINTENANCE.

LOCAL TAXATION AND HOW TO SECURE IT. CHANGES NEEDED IN THE SCHOOL LAW.

In the following presentation of the first sub-topic, Maintenance, it has been the purpose to show how the town schools of the State have prospered under a system that enabled them to secure funds adequate to their needs. Then the opinion is expressed that the greatest good to the common schools can be obtained by placing them on such a basis as

*These figures are taken from the reports of the State Superintendent and National Commissioner of Education.

will secure to them the means of obtaining money sufficient to run them properly for a considerably longer term than the constitutional requirement of four months.

Probably no other one thing in Mississippi's advancement and progress during the decade and a half just past would impress the student of sociology and education so forcibly as would the improvement in town schools. Previous to the passage of the Separate School Act, in 1886, there was little difference between the town school and the country school. It is true that some of the towns were called separate school districts; but these separate school districts, so called, were subject to the supervision of the county superintendent the same as county schools, had no authority to levy taxes for their own support, and, indeed, had no separate existence as we know the separate school districts to exist today. In organization, curriculum, supervision, equipment, and in the efficiency of the teachers in them, they were practically on the same footing as the country schools were then and are still. Statistics in regard to the town schools of Mississippi fifteen years ago are not available, for these town schools were not considered of sufficient consequence to merit separate mention in the statistical reports of the state superintendent of education. The only separate mention of town schools for the year 1885-1886 is in the item, "days taught." Here mention is made of (22) twenty-two counties whose cities kept school for an average of 136 days. But the statement, that a modern school with an up-to-date curriculum, with properly trained superintendent and teachers, and an equipment that was even approximately adequate to the needs of the school, was almost, we might say entirely, unknown in a Mississippi town at the time of the passage of the separate school act of 1886, will scarcely be contradicted, even though no figures be given to prove it.

The act of 1886 provides that "any incorporated town of 750 or more inhabitants may constitute a separate school district, if the mayor and board of aldermen so elect, and may levy a tax each year sufficient to run its public school at least three months besides the constitutional period of four months." The effect of this act was at once most marked, indeed it would be difficult to overstate its far-reaching influence on the schools of the towns and cities of the state. Graded schools in modern school buildings, and well equipped with the most approved apparatus sprang up as if by the touch of some magic power.

Governor Lowry, in his biennial report to the legislature of 1888-1889, said, "many of our towns and cities have erected costly school buildings, and maintain their free schools from eight to ten months in

the year. Twelve towns in 1888-89, expended \$184,000 in buildings alone, and thirty-five towns have organized as separate school districts and are affording both primary and high school facilities to their children." In his report to the legislature for the years 1890-91, Superintendent Preston said: "If we look back five years and note that 175 high schools and thirty-five separate school districts have sprung up within that period, if we observe the character of buildings, the equipment in patent desks, black boards and apparatus, the quality of instructors and the enthusiasm among patrons and pupils, we must admit that substantial growth has taken place in the educational matters of Mississippi." "This growth," says Superintendent Preston, "is not fortuitous. It runs parallel with the money expended." The operation of the law had been to increase the amount raised by local communities for the support of their schools; and the law was so popular as to be embodied in the constitution of 1890. Under its wise provisions our town schools have continued to grow and increase in power and efficiency. In his biennial report, 1897-98, and 1898-99, Superintendent Whitfield shows that the graded schools had on their rolls 29,882 pupils, and that these separate school districts levied \$153,077 for the support of their schools, in addition to the state distribution. More facts could be given to show the generally prosperous condition of the schools in the separate school districts, but the fact is too patent to need further proof. The instructive feature in the study of our graded school system is this, to learn what produced such a change in so short a time. What caused this marvellous change from almost no separate existence in 1886, to a thoroughly organized system, with modern equipment, a splendid curriculum, adopted upon recommendation of the State Teachers' Association, with trained educators as superintendents and teachers, in 1898? The answer to this question can best be given in the quoted words of Superintendent Preston, viz.: "This growth is not fortuitous. It runs parallel with the money expended." By the operation of the law, local communities were allowed to manage their own school affairs, and as a consequence of this privilege, were not slow to tax themselves to support their schools. And it is the opinion of this committee that the common schools of Mississippi could be made to grow, probably not so rapidly as the town schools have done, if some means could be devised to induce local rural communities to raise money for the support of their own schools.

More money is probably the greatest need of the common schools of the state. Given more money, and the school directors will be able to meet other needs in comparatively a short time. As in any other

business, money is needed to set the business going, and, as in any other business, a liberal investment for a proper equipment proves more profitable than does a niggardly, parsimonious policy, so it is in the business of education. Secure to the schools money adequate to their needs, and their other urgent needs, centralization, better organization, longer terms, better teachers and proper supervision must inevitably follow, in obedience to the law of supply and demand. Probably every thoughtful person in the state will concede the truth of the foregoing statement. It is also true that every thoughtful person recognizes the existence of many obstacles in the way of obtaining these much-needed funds. The committee is fully aware of the existence of these obstacles, but after a careful study of the whole subject and a comparison of the conditions in Mississippi with the conditions elsewhere, is prepared to express the opinion that no obstacles exist that cannot be removed by wise, courageous, well-directed effort on the part of those most interested. In the opinion of the committee the main obstacles in the way of this much-needed progress may be classified as follows: (a) The sparse population of rural communities, (b) a lack of general sentiment favoring educational progress, and (c) the existence of the two races, which must have separate schools. The first of these, the sparse population of rural communities, makes the problem of education in such communities a difficult one indeed chiefly because of the lack of funds to place the advantages of schools where they can be utilized by the children of the district. This condition is growing less troublesome as our population increases, and will ere long cease to operate as an obstacle in the way of school improvement. Even now it would not be of such consequence, were it not for lack of a general sentiment favoring educational progress.

This apathy in educational matters, which is so general in our rural life, is a result of the isolated condition of the people. Where people are scattered over large areas, it is more difficult to reach them with the information necessary to give them the desired interest in public, especially educational affairs. More than this, the people of the rural communities who from their location are more or less out of touch with the rest of the world, are as a rule not so well educated as their city neighbors, and this tends to make them less interested in the schools. In fact, the very life of the countryman renders him indifferent to things outside of his own little world. He is accustomed to think and act alone, is averse to any enterprise or business that calls for his co-operation with others. Thus again we find another factor entering the equation of country life, which brings about a want of an

educational sentiment of a proper kind; for public education must be accomplished, if at all, as a result of cooperative effort. In the opinion of the committee, there is only one way to overcome this difficulty, this lack of interest in schools. And that way is to educate the people out of it. Carry them the information necessary to make them see their own condition, and they can find the means for its betterment. Just along this line, in the opinion of the committee, is a great work for the Mississippi Teachers' Association, which if undertaken with a will can be accomplished most satisfactorily; and thus this educational apathy among the people which operates so largely against school improvement may to a great extent be overcome.

But one of the greatest barriers to public education in Mississippi is, in the opinion of this committee, the race question. Probably no other one thing acts as such a drawback to general progress, and especially to educational progress in Mississippi, as does this presence of an inferior race not willing or able to bear any considerable portion of the burden of taxation; but which, owing to its large numbers, under the operation of existing laws receives so large a part of the public funds expended for education. The dominant race is not willing to vote money for schools and see large amounts of that money expended for the schools of the inferior race.

It is not in the province of the committee to say whether or not this indisposition to educate the negro is proper. Certain it is that Dr. Alderman's statement, "The negro must be educated, ignorance is no remedy for anything; any other theory is monstrous," ought to receive the most thoughtful consideration at the hands of all those who have the shaping of the educational policy of the state. But the work of the committee is to look into conditions as they are and point out those things that have hindered and still hinder the progress of our rural schools. Unquestionably the sparse population of rural communities and the lack of any strong sentiment for schools as above discussed, have hindered and still hinder progress in the schools; but the discerning student of educational conditions in the State must see that the one great operating influence, which is largely the resultant of the other two forces, retarding progress, is the indisposition of the whites to tax themselves for schools, while at the same time they must give the blacks an equal amount of school privilege. Thus apathy in school matters has been produced, and the whole matter has been left to the State. Local taxation has almost disappeared, except in the separate school districts. This leaving of the support of the schools to the state governments has resulted in Mississippi, as might have been expected,

when we study its operation elsewhere, in a dwarfed educational interest and a tendency to make weaklings of our people educationally.

Having at some length discussed the influences in our educational system which operate as barriers in the way of stimulating the people to an exertion commensurate with the task of raising the necessary funds to support schools for all the educable children in the State, and having expressed the opinion that the first named barriers, sparse population and want of a school sentiment, would from year to year have a diminishing influence, the committee desires to express the opinion that a remedy for the third hindrance named, the effect of an inferior race amongst us, lies in adjusting our school law to meet the needs of the situation. Under the existing law, as has been said, the support of the common schools comes from the state tax, when it should come largely from local taxation.

In the opinion of the committee, the present plan of providing four months school for all the children in the State is as much as should be undertaken by the state government. Mississippi's appropriation for schools is in excess of what is levied by a majority of the states for school purposes. (Just here the committee would enter a protest against the abuse of such statements as this: Mississippi pays a greater state tax for school than Massachusetts. This statement is true. But Massachusetts raises school money by local taxation, and collects annually vastly more in proportion to wealth than does Mississippi). And while the committee recognizes the total inadequacy of our school money to meet our school needs, it would not ask an increase in the state appropriation to continue the common schools for a longer term than the constitutional four months limit. It is the history of taxation for the support of schools that the best system results, not from state taxation, but from local taxation.

Local taxation has been adopted by the leading states of the union. In Massachusetts, the foremost state in the union in public schools, 98 per cent of the school money is derived from local tax. Still in 1899 Massachusetts spent for schools about ten times as much as did Mississippi, while her wealth was only six times that of Mississippi. The following statistics taken from the report of the Commissioner of Education for 1898-99 are of value as showing some definite results of local, as compared with state taxation for schools:

State	Amount Expended for Schools	Per Cent. Derived from Local Tax	Per Cent. Derived from State Tax	No. Days School was kept
Massachusetts	\$13,889,838	98.1	.....	188
Rhode Island.....	1,570,895	87	8.3	187
New York	28,052,565	81.3	12.4	177
Pennsylvania	20,308,769	60	23.4	160
N. Carolina	931,143	2.2	77.1	68.3
S. Carolina	769,815	12.8	76.7	83.1
Ohio	12,671,798	80.2	13.6	165
Iowa	7,978,060	88	.....	158
Mississippi	1,306,186	34.1	51.9	90.9
Alabama	800,273	16.6	49.1	100

Many other states might be mentioned to show that local taxation for schools begets a wholesome school sentiment which results in raising ample funds to support an efficient system. The committee therefore recommends the adoption of a system of local taxation to supplement the funds required by the constitution to be distributed by the State. But here we are confronted with the practical questions, how can the people be induced to levy taxes? what should constitute the taxing district? To answer the first question the committee would urge agitation as the answer. Show the people the necessity for better schools; teach them that money spent in developing brains pays much better dividends than that expended in any other way, and the disposition to tax will no longer be wanting.

In answer to the question, what shall be the taxing district? the committee can suggest but two local units that might be allowed the privilege of levying school taxes, the county and the school district. For some years the counties have had this privilege, and there are some good reasons why the committee regards the county as the more desirable taxing district: the county is the unit of our local government; the people are accustomed to being taxed by county authority; then, the counties are required by law to adopt uniform text books; and under a county system the schools would run the same time, do the same work, and could be better graded and supervised. All of these reasons were doubtless factors that assisted in bringing into existence our present law, making the county the taxing district for rural school money. The law is a good one and the committee would not urge its repeal. In many counties of the state, those where one race largely predominates, it should not be supplanted by any other. But it has failed taking the state as a whole, to stimulate local taxation for schools.

Believing that the plan of making the county the taxing district has failed to stimulate local taxation for schools, and believing further that some change is necessary to the welfare of rural schools, and of the people, the committee would recommend the adoption of a system of district taxation. In the opinion of your committee the present law

relating to rural school districts ought to be so changed as to permit any rural school district having an area of not less than twenty (20) square miles and an educational population of not less than one hundred-fifty, and by the consent of a majority of its free-holders, to organize itself into a special taxing district to support and maintain a free public school, subject to the supervision and control of the county superintendent of education.

SUPERVISION.

THE VALUE OF EFFICIENT SUPERVISION. SEPARATE SCHOOL DISTRICTS
AN EXAMPLE. CHANGES IN SCHOOL LAW SUGGESTED.

One of the weakest points in Mississippi's public school system is the supervision of rural schools. In a great number of counties, under the present system, we practically have no supervision. Some of the counties contain as many as 150 schools scattered over an area of 900 square miles. On an average they are taught five months during the year. Now it is easy to see that it is a physical impossibility for a man who has all the clerical work to do, who is required by law to be in his office every Saturday, to do much work in a supervisory way. Business men in all branches of business have learned when they employ six or ten men to do any work it pays them to employ a foreman whose exclusive business it is to direct and superintend the work. If it pays to employ expert supervision in the common business of money making, how much more will it pay to employ the very best talent in supervising the intellectual development and character forming of a commonwealth's future citizenship! Owing to the isolated condition of rural schools, the inexperience and lack of educational qualifications of the teachers, the best supervision is there needed.

The development of the schools in our separate school districts is an object lesson in supervision. It is evident that the achievements of these schools is due largely to the close and efficient supervision they are receiving. It has graded their schools, enriched the course of study, strengthened the faculties, elevated educational standards, and commanded that degree of public sentiment that has brought forth financial support. While it is impracticable to give as close inspection to rural schools as is given to separate school districts, yet it is possible to give infinitely superior service to that now given.

The kind of man that is needed for county superintendent is forcibly described by Dr. Charles D. McIver in the following: "The county superintendent ought to be the livest man and the most influential leader among his people. His work, more than any other work in the com-

munity, needs a man of great tact, power, and energy. He should be a man who can win the confidence of the intelligent, lead the ignorant and illiterate, and give help to plodding men of mediocre ability and position. In an argument on general questions he should be able to hold his own with the strongest professional or commercial men he may chance to meet; and in the discussion of educational questions he should be more than a match for them."

With a maximum salary limit of \$800.00 per annum no man of recognized ability is going to devote his entire time to school supervision. At present it is not a question of a full performance of duty, or of improving his schools, but a question of making a living for his family. He spends Saturdays in his office and the rest of the week following some other vocation. He is compelled to do this in many cases to support his family. It is unreasonable for the state to expect a man to give the best years of his life to its work, unless the pay is, at least, sufficient to support his family while he is at work.

Inasmuch as the very strongest men should be obtained for this work, and good salaries should be paid them for it, there should be a qualification test that would bar inefficiency from the office.

Under the present law the county superintendents are hampered and in many cases controlled by political influences. They are afraid to antagonize an inefficient teacher, or to concentrate their schools, or to do many other things that they should do for fear of losing a few votes. Experience of older states and of all cities demonstrates the fact that the best results have been attained by placing school responsibilities upon a school board. The superintendent is amenable to the board and the board to the people. When the responsibility is placed upon the few, they feel it more keenly and hence act more cautiously and judiciously. This is one reason why the separate schools have secured better supervision than the counties.

It is the opinion of your committee that the following changes should be made: first, that the qualification test be made such that none other than a first class supervisor can be employed. Second, that the salary shall be six percentum of the school fund, provided that the minimum salary be \$600.00 and the maximum salary be \$1800.00. Third, that the board of supervisors elect a county school board, composed of five members in the same manner that separate school district boards are now elected. That this board elect a superintendent in the same manner that separate school boards elect superintendents. That this superintendent, if necessary, be empowered to appoint an assistant to do his clerical work, which now constitutes the greater portion of his work.

TRAINING TEACHERS.

OUTLINE OF PLAN TO ASSIST THE PRESENT TEACHING FORCE. STATE NORMAL SCHOOLS SHOULD BE ESTABLISHED. OTHER SUGGESTIONS.

The last report of the State Superintendent states that 5367 white teachers are employed in the State. Of this number, 4658 are employed in rural schools and instruct 158,154 children from rural homes. Less than 10 per cent of these teachers have any preparation for their work other than that obtained in the rural schools. The inefficiency of the teachers and the lack of confidence on the part of the pupils and patrons render it next to impossible to get even fair results for the people and the state. In the opinion of your committee, it would be better by far to expend a part of the State appropriation for the common schools in preparing a better teaching force, for the committee believes a force would soon inspire local subscription and taxation that would replace to the credit of the school fund of the State many times the funds used in such preparation of teachers. Under present conditions, your committee does not believe the teaching scholarship is being raised or indeed can be raised. Possibly the most deplorable of all conditions is that the average service of the rural teachers throughout the whole country is four years, and Mississippi is no exception to the rule. This means that 25 per cent of all the rural teachers of the State each year are poorly educated, inexperienced, young teachers who have no knowledge of school organization, discipline, professional work, or even an idea of how to teach the fundamental principles of reading, spelling, writing and numbers. In the rural schools of the State 39,538 pupils are each year with these uneducated and inexperienced teachers. Minimum advantages are being offered to these children and minimum results thus given the State.

Your committee finds three classes of teachers now at work in our rural schools; teachers who have received training in the rural schools, a few who have gone out from the high schools, and a third class who have had successful experience or college training. Of these, 75 per cent have gone from the rural schools, as pupils, into the same schools as teachers, without further training. In the opinion of your committee, it is impossible for teachers of such preparation to become leaders in communities of that education and experience that age and business naturally give. Without the confidence of the home from which the pupils come, there can be neither confidence nor respect for attainments on the part of the pupils, hence the school is school only in name. Our high schools are sending out some pupils who become teachers in the rural schools. They are prepared to do better work, but

they are without any knowledge of psychology, pedagogy, school management, or methods; even the elements of these are unknown to them and they are thus unprepared to do their work upon a systematic basis. Of the third class, few remain in the rural schools, if they become at all successful teachers. The town schools offer them longer terms and better pay, and every year seek them out to employ them. Thus the young and poorly prepared teachers are found in the rural schools. In the opinion of your committee, one of the greatest problems of our present condition is how to better the teachers now at work, and how to prepare better teachers for the rural schools. "All improvement in educational work and in the status of teacher must come through better education of the teachers." No school or system of schools can rise in efficiency of work done above those employed in the school room. It is not only improbable, but it is wholly impossible.

Your committee would recognize the following as means of improving the present teaching force:

1. The Institutes.
2. The Normals and Summer Schools.
3. Reading and Study Circles under the Management of the State Teachers' Association.
4. County Reading Circles as a part of State Circle.
5. High Schools now at Work.

Fifty years ago, there was more matter than method in our school rooms; for the past ten years, method has been the cry; now, we realize that we need more of both and that they must go hand-in-hand in successful school work—impossible the method without the matter, and useless the text-book matter without the art of presentation to the taught. The means nearest at hand for the improvement of the teachers of these schools is the institute, and it may prove a ready and effective help.

Your committee would suggest that a Year Book be gotten out one year in advance of the institute with a liberal course on all branches required for first rate teaching. A model outline of some subject of each branch should be put in this book with book and page where the facts developed may be found. A course for one year should follow, to be studied and outlined after the model. It should contain the elements of psychology, pedagogy, and school management. We further suggest that the work of the institute be:

First. Model lessons using the members of the institute as a class and some topic of the year book as matter.

Second. Development of the text assigned on professional work.

Third. Methods presented by the conductor on subjects to be taught in rural schools.

Fourth. Some time should be given to general culture, such as the study of some standard books of fiction, the book or books having been previously read, and a thesis written on same. Current history should receive some attention during this week. Such a program would attract the people as well as secure the attendance of practically all of the teachers.

Your committee commends most highly to the teachers of the state the idea of a state reading course and of supervision of the same in each county of the state under the auspices of the State Teachers' Association, as a means of self improvement for teachers and for improvement of the rural schools. If the state legislature to meet in January, 1904, should arrange for a Normal School for the State, as it is to be hoped it will, this school cannot be expected to effect the desired change within three or four years, while it is the opinion of your committee that the reading course well outlined and directed would show decided results within one year in interest and teaching ability of hundreds of teachers of our State.

The Normals could do the work for the Institutes, and much more after the same plan. The Fannie J. Ricks term at the University offers assistance of the best kind to all who seek it.

Nearly every county in the State has a high school with a recognized course. These are at the very doors of the county teachers, and could and would gladly offer them an irregular course with the addition of a teachers' course of methods and professional study. These could be used to help the teacher with very little cost. Those who teach only four or five months could get four months with these high schools. This, with the help of the Normals and Institutes, would soon do a telling work for the rural schools.

In addition to suggested changes in the agencies now employed for promoting study among the teachers, the committee is of the opinion that further improvement would be gained by some changes in the method of examining and certificating the teachers. The present system of examining and certificating teachers was adopted several years ago as a substitute for the oral examination of the applicant by the County Superintendent of Education. No one familiar with the examination under the old regime will deny that the present system is a decided improvement and that the scholarship of the teachers has been raised to a higher standard. Under the present law, high qualifications were required, and possibly an effort was made to raise the standard too

fast. At any rate, as the result of the rigid examinations which were not endorsed as fully by the public as they should have been, the local authorities became lax in their enforcement of the law, and grew more lenient in marking papers until the great majority of the white teachers of this State hold first grade certificates and have thus fulfilled the letter of the law for the maximum salary. This point having been reached, examination ceases to be a stimulus for further study and professional reading. Whenever it happens that nine-tenths of the teachers have reached the ideal set by the constituted authorities, then either the ideal is too low or the administration of the law too lax. The committee believes that, under the present loose administration of the law, the examination serves as the great equalizing power of teachers rather than as a means of shutting out the incompetent. For it must be remembered that the only way that the average Board of Trustees can judge of the qualifications of the teacher is by the certificate he offers; if the highest grade certificate is offered, by the good teacher, bad teacher, and indifferent teacher, then all are on a level in the eyes of the selecting body. The committee recommends that we follow the suggestions of the National Committee on Rural Schools, and adopt a graded system of licenses, in which provision is made for a higher form of license as the teacher develops in scholarship and teaching power. There should be two general classes and two grades in each class as follows:

1. Elementary.
 - a. Elementary Scholastic Certificate, Grade 2.
 - b. Elementary Professional Certificate, Grade 1.
2. Advanced.
 - a. Advanced Scholastic Certificate, Grade 2.
 - b. Advanced Professional Certificate, Grade 1.

A teacher entering the profession from the common schools should enter elementary scholastic certificate grade 2, and he should remain in this class until he has had successful experience, and until he has studied the elements of psychology, pedagogy and history of education in the United States. He should show advancement in scholarship and should be a yearly attendant upon Normals and Institutes. With this accomplished, he should be admitted into the elementary professional certificate grade 1. An applicant for either of the advanced certificates should hold a high school certificate or show by examination proficiency equal to a high school course. With this proficiency, he should be entitled to the advanced scholastic certificate, grade 2. Any person entering the profession from high schools, colleges or normal schools

should first enter this class, and should not be entitled to the advanced professional certificate grade 1, until he proves by successful experience that he is a teacher of ability and of scholarship and professional information as well as a practical teacher and director of work. Before he is permitted to enter the last named class of teachers, he should be required to stand examination on psychology, pedagogy, history of education, school systems of this, and other countries. His scholarship should be equal to that required for professional license in the State at this time. Grade 1 of each class should be exempt from further examination as long as the holder teaches continually in our State schools. No teacher who has not entered the advanced class should be allowed to hold the position of principal of a school requiring more than one assistant. Possibly an exception should be made in case of colored teachers.

The above divisions apply only to first grade teachers. Second and third grade certificates should be granted as heretofore. While the committee believes that a graded system of certificates will result in better scholarship and wider professional knowledge on the part of teachers, yet, this may be rendered valueless unless honestly conducted examinations and the careful graduation of papers are provided for. The following objections have been found against our system of the local grading of papers.

First. That County Boards are not uniform in their system of marking. That so long as we have 75 county boards, we will have 75 different standards.

Second. That the ideals of what teachers should be are so low in some counties that teachers holding first grade certificates in those counties could obtain only a second or third grade license in others.

Third. That since the office of county superintendent is a political office, he is expected to recognize his political friends in granting licenses.

Fourth. That as a result of lax administration of the law, confidence does not exist between the different superintendents, and even transferred licenses are at a discount.

It is not contended by any one that all these charges are true in reference to any one county, but that they are all true when the State as a whole is considered.

In order to guarantee uniformity in grading papers and to guarantee honest examinations, the committee recommends that a State Board of Examiners be created with full power to issue all certificates of the advanced class, and who shall be empowered to provide ways

and means of conducting examinations, and that the licenses issued by the State Board be valid in every county in the State. The Board of Examiners should consist of two teachers, holding an advanced grade license, and the state superintendent. They should be at least twenty-five years old, and should have at least five years teaching experience. Under the direction of the State Superintendent, they should hold all examinations for professional, elementary and advanced certificates. They should be nominated by the State Superintendent and confirmed by the Senate. The adoption of this plan would remove entirely the objections enumerated above, and would abolish the transferred license which at this time is too often used as a means of evading the spirit of the law.

In the opinion of the Committee, a primary teachers' license should be offered. There is, and should be, a large number of these teachers. They have a distinctive work to do, one that requires special preparation, and the State should encourage those having the beginning of school life in their hands by offering a special license to them. Applicants for license of this kind should be examined in U. S. History, Mississippi History, Elements of Arithmetic, English Grammar, English and American Literature, Civics, Physiology, Elementary Science, Reading, Spelling, Writing, Free-hand Drawing, and in methods of teaching beginners reading, writing, spelling and number work. After two years of successful experience, they should be exempt from further examinations as long as they teach continuously in the public schools of the State.

The statement—"as is the teacher, so is the school"—is now accepted as a truism by all competent educational authorities. The State Superintendent of New York in one of his reports, says:

"The moral effect of the instruction of trained and educated teachers upon the rising generation is incalculable. The gain in time, the better and simpler method of teaching, the knowledge of the children's physical, mental and moral nature, the good order, thorough organization, and general spirit of harmony and humanity which are the results of a thorough study of the theory and practice of teaching combine to constitute the Normal School one of the most useful and economic institutions of modern civilization."

In the opinion of the committee, the means employed in Mississippi for the preparation of teachers are not of the character to warrant the belief that the State can ever hope, under present condition, to secure the services of such teachers as are needed to make the most of the schools. The means discussed in the foregoing paragraphs of this

report for the improvement of the teachers already in the field are sufficient to produce much improvement, but something else must be provided, or the teachers who begin the work of teaching twenty years from today will be little better fitted for their work than those who are teaching today. Some systematic training for the teacher of the future is indispensable, if our schools are to be put upon a proper basis. Many states of the union have recognized the need of trained teachers, and have sought to supply that need by establishing training schools for teachers, or Normal Schools.

A Normal School was first devised in 1829 at Effingham, N. H., by J. W. Bradberry, ex-Senator from Maine, especially for the benefit of rural schools. By improved methods and the examination of teachers, better instructors were prepared for the rural schools. The training school gained popularity, as the years passed on, and the number of such schools greatly increased. Twenty-one states of the union now maintain systems of Normal Schools to instruct and prepare teachers for their rural schools. It is clear that the Normal School has passed the experimental stage: Massachusetts supports 10, and New York and Pennsylvania each 15. Alabama has 7 Normal Schools and maintains them at a cost of \$76,750.00 a year. During the last year, these schools enrolled 4,067 pupils and the State has had 2,758 graduates from these schools at work in her rural schools. The popularity of these schools is shown by the liberal appropriations made and by the fact that they cannot supply the demand made on them for teachers. Texas has three Normal Schools and two more under construction. These schools are liberally supported and they are crowded to overflowing. The State Superintendent states that 10 could not supply the demand for teachers in that State.

Your committee is glad to say that the necessity for such a school is no longer discussed by the profession in this State, only the ways and means to secure it. Indeed, we have gotten the highest recognition of the fact of its necessity in the recommendation of the Chief Executive of the State to the session of the State Legislature of 1902.

The purpose of the Normal should be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of Mississippi. The institution should stand for three essentials in the preparation of the teacher: (1) A high grade of scholarship; (2) The study of education as a science; (3) Practice in teaching under expert supervision and criticism. It should be responsible to the State for the character and scholarship of those it sends out to teach in our public schools. Students who fail to pass on a large

part of their work, or are found not to be adapted to school work, or in any way unfit to go into the public schools as teachers, should be requested to withdraw, and in no case should they receive the sanction of the authorities of the school. It is the opinion of your committee that possibly 90 per cent would come directly from the rural schools. In view of this fact, it would be necessary at first to make rather a temporary course looking to a higher course of efficiency year after year and reaching the same approximately at the end of five years. If the school is to be for the rural schools, it must be put within the reach of those who are to teach in those schools, and at the same time stand for the highest scholarship possible. In view of the present condition of the teachers and schools, your committee would recommend the temporary organization to consist of a course of four years, two to be known as the secondary department, and the last two years to be known as two years of the College course. This secondary course of two years is to meet the present conditions and demands until the rural schools can be graded and built up to what shall be the college course. The secondary course should consist of the studies required by law in our rural schools to be supplemented by one year of elements of psychology, pedagogy, school management, literature, and possibly, elements of agriculture. A certificate of secondary scholarship should be granted for the work well done to encourage the completion of the course from the first. The next two years should be two years of a permanent Normal School course. The English course, the science of school work, drawing, and practice teaching, as far as practicable should be stressed from the beginning of the school. Upon those finishing this course, the degree of L. I., or some fitting degree should be conferred. This degree and course, subject to necessary changes, should be a permanent part of the organization. We would further recommend that the secondary course be disposed of at the end of five years, and two more years added to the college proper. At the end of the fourth year in the history of the school, the first year of the secondary school should be dropped and the third year of the college added. At the end of the fifth year, the second year of the secondary department should be abolished and the fourth year of the college course added.

Your committee would further recommend that teachers finishing such a course and teaching successfully for three successive years should be exempt from further examination by the state, so long as they shall teach each year in our public schools. The Board of Trustees of the school should have the power to designate those so exempt.

Upon investigation, your committee finds that there has been con-

stant progress in the half century that State Normal schools have existed. That progress has been both experimental and evolutionary. The changes that have come to the possibilities and needs have always found the normal school ready to adapt itself to new conditions. The Normal School has been so near the public thought all this time that it is more nearly today an actual exponent of public sentiment in some states than any other public institution of equivalent magnitude. It is especially sensitive to public demand, and sincerely endeavors to do for the people what is assumed to be essential to prepare teachers for public schools. It is evident, with a better knowledge of what has been accomplished in the different states in the preparation of teachers and what ideas prevailed in producing the different characteristics of strength and successful results now known to have been attained, there will be found more satisfactory and uniform results, more sympathetic relation among the workers in this great field of labor, and a loftier conception of what the American teacher must become to fill the place of destiny conferred by democracy and christianity.

After much consideration, your committee would unanimously suggest that a Normal School system of at least two schools, located in different parts of the State, be established and maintained for the education of teachers to supply the rural schools. Each of these schools should provide to accommodate 150 prospective teachers from the beginning. This would supply on an average four teachers to each county throughout the State each year, and would in the course of five years, materially improve the teaching force of the State and the advantages offered the children of rural schools. It is not the opinion of the committee that the chairs of pedagogy now at the University of the State and at the I. I. & C. should be taken away from these schools, but, on the contrary, we would urge the necessity of these chairs in connection with these higher schools of learning to furnish advanced thinkers and supply places, demanding higher scholarship than the rural schools will ever require.

COURSE OF STUDY.

SOME PRACTICAL RECOMMENDATIONS FOR ITS IMPROVEMENT. SOME
SUGGESTIONS AND DISCUSSIONS.

The course of study is an essential factor in the school and its importance cannot be easily over-emphasized. After the building is provided and the teacher is chosen, the real work of the school commences only when the teacher begins the instruction of her pupils in the subjects embraced in the course.

The public school curriculum is now composed of Reading, Spelling, Composition, English Grammar, Practical Arithmetic, Mental Arithmetic, Geography, History of the United States, History of Mississippi, Civil Government, Natural Philosophy, and Physiology with special reference to the effects of stimulants and Narcotics on the human system.

At the outset, attention is called to the double place which Arithmetic has in the course and the first suggestion of your committee is that this subject should be removed from its unjustly prominent position and be assigned a place on an equality with English, History, and the other studies. Arithmetic is a valuable study both on account of its practical value and its value in the training of the mind but neither on account of the one value nor the other nor both is it entitled to twice the time allotted to any other branch. Certainly the word "practical" and "mental" as applied to the subject in the Mississippi curriculum are unfortunate terms, for none would deny that practical arithmetic is mental or that mental arithmetic is practical, or that all pure arithmetic of whatever kind is both mental and practical. We believe that oral and written arithmetic rather indicate methods of teaching than denote different kinds of the subject and believe further that the two methods should be made of use in conducting all lessons in arithmetic.

What your committee would recommend for the elementary schools is a thorough and efficient course in arithmetic and that the subject be limited to include only Notation and Numeration, the four fundamental rules of whole numbers, common and decimal fractions; the simple application of denominate numbers, and the principles and applications of percentage. We should be content to leave involution, evolution, alligation, progressions, permutations, foreign exchange, annual interest, and the finding of the solid contents of the frustum of a pyramid for later years; and in the language of a distinguished educator, "sometimes we shall be wise enough to leave them for years that will never arrive," at least in the common schools.

Few people appreciate and few teachers have considered the amount of time taken up in the teaching of this subject. The child commences the branch when he enters school and on an average of from one to two periods each day, every day in the session, he continues the study as long as he remains in school. We would accomplish more satisfactory results if the text were introduced at a later period, if less time were devoted to it, and if more direct and purposeful methods were employed in the teaching of the subject.

In the judgment of the committee if one branch in the course has

been neglected more than another it is that of composition or lessons in language. This subject is practically untaught in most of the schools and in not a few of them it has no place at all on the program. Formal grammar is taught universally and the pupils generally can analyze and parse sentences and words with ease and correctness, but the aim of English teaching is to give the pupils the ability to speak and write with fluency and precision. It is an apparent fact to every observer that according to this standard our instruction in English falls down and that this is true is somewhat due to the interpretation which the majority of teachers, especially that large number of young and inexperienced persons who annually enter upon the work of teaching in the elementary schools give to the term "Composition." It is construed to mean a formal exercise developed and prepared by the advanced pupils after the subject has been assigned by the teacher. The word easily admits of that interpretation and accordingly it has been the means of much error. In the opinion of the committee the name "Language Lessons" should be substituted for that of "Composition." These exercises, should find a place on the daily program on the principle that a child acquires the use of correct language only by constant training and continued practice in speaking and writing. The first essential in the teaching of language is that the mind of the child shall be stocked with a fund of ideas, and the language training will consist in his efforts to express these ideas in oral speech first and next, in writing. Dictation exercises, the reproduction of incidents and stories, and a record of observations of natural phenomena about the school are some ways which the teacher might follow in giving lessons in language.

Your Committee further recommends that the course of study should provide instruction in the Elements of Agriculture for the rural communities. We take it for granted that the work of every school should embrace subjects taken from its environment and from the life of its pupils. Quoting from an article by Prof. W. S. Jackman on the "Enrichment of Rural School Courses" we assume that it should do this:

(a) "Because children should be taught to gather culture, knowledge, and inspiration from everything with which they come in contact.

(b) Because children should acquire the habit of bringing to bear their knowledge and their mental powers upon every subject of thought that falls within their experience.

(c) Because the study of the environment is especially effective in discipline and inspiration, since it is tangible, vivid, and impressive, and

awakens strong and clear concepts, and produces deep and lasting educational effects.

(d) Because mental acquisitions thus associated with the environment will be constantly revived by recurrent contact with it, and will thus be refreshed and kept alive and effective.

(e) Because the basis for a successful study of the unseen and the intangible is best laid in clear and strong impressions of things seen and realized.

(f) Because the school work is thereby made directly serviceable to the work of life, the value of immediate and practical utility being added to the superior disciplinary and inspirational values.

(g) Because it puts life and soul into the work.

(h) Because it serves as a bond of sympathy between the out-of-school life and the in-school life.

(i) Because, in time it will become a bond of sympathy between the patrons of the school and the work of the school.

(j) And lastly, because in so doing, the procedure is in accord with the universally accepted principles that the process of instruction should pass from the known to the related unknown.

The country child has every advantage over the child in the city, since he lives so near to nature and can commune with her in all her varied forms; yet, this advantage is made of no practical benefit in the rural school. It is by no means an accident that the great men of the world have come from the country; on the contrary, it is an exemplification of the truth that nowhere has a boy such advantages in laying the foundations of an education as upon a farm. The child on the farm is made responsible for something, for some work, and out of this responsibility grow trustworthiness, habits of work, and a feeling of personal power.

It is evident that the Course of Study in this state needs readjustment in order to bring it into touch with its surroundings and in order to adapt it to the needs of rural life. Mississippi is preeminently an agricultural state and must always remain so as her only natural resource is found in her soil. The prosperity of the state is directly dependent upon the development of her agricultural interests. The education of the country boy and girl should awaken an intelligent interest in the things immediately about them and make clear to them the possibilities for intellectual development of those who live in the country. It should make clear to them the necessity for something more than hard physical labor for success upon the farm. It should make evident to them that a trained intelligence brought to bear upon the problems

of farm life is a necessity for the highest success and that when so brought to bear, if joined with industry and economy, will produce profitable financial returns. The child should be taught to appreciate the beauty and independence of country life and to be satisfied with it. These are some of the things that need to be taught under the head of this subject:—the soil, the elements it has and those it lacks for the various crops; draining and ditching; plant life; animal life; insect life; economics of agriculture, etc. These subjects when once taught could be made the interesting themes of dictation, composition, and language exercises of various kinds; in fact, such knowledge could be made the correlating subject of the curriculum. See how easily these facts correlate with the modern and natural methods of teaching geography. The highest authority claims that the industrial and commercial idea is the central idea in the study of geography in the elementary schools. From the geography of his own habitat including climate, soil, productions, etc., the child is led to study the geography of other countries and other peoples.

Your committee would remind you that the teaching of *Elements of Agriculture* is one of the prominent features of school work in the rural schools of France, Germany, Russia, and Canada, and that it is being introduced gradually into the schools of our country, principally in New York, Illinois, Missouri, and Wisconsin. There is but one objection to the introduction of this study into the Mississippi schools and it is by no means a small objection, but we should not hesitate at a beginning on account of it. It is that the teachers in this state are not qualified to give instruction in this branch and manifestly so long as they are untrained to do this work the attempt will prove a failure. But the teachers are as competent to give lessons in rural science, and even more so, than in the science of Physics.

Your committee recommends that the study of Natural Philosophy be dropped from the curriculum and that the *Elements of Agriculture* be inserted in its stead. Is it not possible that some way might be devised whereby the teachers could receive instruction in this branch in the Farmers' Institutes held over the state under the auspices of Agricultural and Mechanical College? There are an abundance of suitable texts on this subject and others are now in process of publication.

Another matter that is neglected in our schools is the art of writing. We believe this exercise should constitute a part of each day's work and that our pupils should be taught to write a plain legible hand with at least fair rapidity. Your committee recommends that this subject be added to the public school curriculum.

Two other subjects should be incorporated in the curriculum and they are sight-singing and free-hand drawing and other manual training. While your committee declines at this time to make an argument in favor of these subjects, and it may not be necessary to do so at any time on account of the rapid advancement of the teachers and schools, still it strongly recommends that the State Board of Education at least take such action as will confer the power to teach these subjects in the schools where the people and trustees may want them. The advisability of compelling the teaching of these subjects in all schools without reference to local sentiment or qualifications of teachers is questionable but certainly any school that may want to introduce them should have the legal right to do so.

In conclusion, your committee recommends that the curriculum in the public schools of the state should embrace the following subjects: Reading, Spelling, Writing, Language Lessons, Arithmetic, English Grammar, Geography, History of the United States; History of Mississippi, Civil Government, Elements of Agriculture, Physiology with special reference to the effects of stimulants and narcotics on the human system, and Sight-singing and Free-hand Drawing and other manual training, the latter not obligatory but voluntary.

It is impossible for the committee to submit with this report any daily schedule of recitations or school program that would admit of anything like general application over the state because of varying factors in the schools, such as number of pupils, advancement of pupils, length of term, etc. However, it does offer these suggestions of a general nature which, if followed, will add efficiency to the work and will tend to lighten somewhat the burden of the teacher in the country school:

(a) That the pupils should be divided into as few classes as their individual capacities will allow.

(b) That an arrangement should be provided where pupils can pass easily from lower to higher or from higher to lower classes according to their ability and progress in studies.

(c) That while instruction in order to be efficient must be given in classes on account of the element of time, as much attention should be paid to the individual child as circumstances will permit.

(d) That there should be but one class each in Writing, Language Lessons, Elements of Agriculture, History of Mississippi, Civil Government, and Physiology, and the last three named should recite not more than three times per week; not more than two classes each in Geography, History of the United States, and English Grammar; prob-

ably three or more classes each in Spelling, Reading, and Arithmetic; and where the subjects are taught not more than two classes each in sight-singing and Free-hand Drawing.

CONSOLIDATION.

ITS ADVANTAGES AND PRACTICABILITY DISCUSSED AT LENGTH. THE
POLICY OF OTHER SOUTHERN STATES.

A report for the improvement of the rural schools in Mississippi would be incomplete without the suggestion of the vast improvement that might be made in the way of the consolidation of small schools. A study of the rural schools as they are now organized reveals the fact that there are too many districts and consequently too many schools. There is not a county in the state within the knowledge of your committee but that is maintaining too many schools. The original districts have been divided and subdivided until the number of schools has been increased three-fold or more and until the possibility for efficiency has been diminished in the same proportion. It is a fact that there are thousands of schools in Mississippi with an enrollment each of twenty pupils or less. This unhappy condition has been brought about by the citizens of the county acting on the false principle that the nearer the school is located to their homes the better it would be for the children. Each meeting of the County Board of Education, whose duty it is to locate schools, at its meeting in July witnesses annually one or more contests between rival patrons to bring the school house nearer to their homes, and in this struggle for proximity of location the character of the school and the conditions that make for the success of it have been wholly "lost sight of. Among the chief evils in our system of public education not the least is the small school. In fact our candid opinion is that the little school with its enrollment of from five to fifteen pupils and its general accompaniment, the poor teacher, is the greatest evil in the rural schools. The one-teacher school is the most expensive and at the same time the most inefficient in the state. In such a school the pupil is educated, and poorly at that, at a greater expense than in the best equipped high schools. Ten pupils taught by a \$40-salaried teacher costs the state \$4 per pupil per month—a rate of tuition 100 per cent higher than it costs to educate a pupil in the best schools of the separate districts. The economic waste of these schools is fearful to contemplate and if no other advantage were gained, consolidation would pay handsome dividends in the way of decreasing the cost of maintaining the schools. The remedy for the evil of the small school is to abolish it altogether wherever practicable, and unite several of them into one

large school, where the children might be brought together in much larger numbers. This union of schools would necessitate some of the pupils going greater distances than at present but that disadvantage would be more than balanced by the advantages of the union school from the enthusiasm and interest gained by contact with other pupils of like age and advancement. In reducing the number of districts, there would be reduced likewise the number of buildings and of teachers and consequently with one school, where before there were two or more, there might be better buildings and better teachers. Wherever the plan of abolishing the small school is impracticable and it will be so in many cases on account of bad roads and poor bridges or none at all, consolidation cannot be considered and the small school must remain. Other means for improvement must be resorted to, and there are other ways towards advancement besides consolidation, but a discussion of them does not lie within the province of this paper.

In order to illustrate the benefits of consolidation suppose we consider the union into one of six small schools each with an enrollment of less than twenty pupils. In the six schools there were six buildings, six teachers, and probably not less than fifty classes. In the union school there would be one building, three teachers, and not more than eight classes. The advantages are incomparable and there is but the one disadvantage, the pupils having to go a greater distance. With the one school, there could be a comfortable and commodious building; a thorough organization; and a careful classification of pupils, in short, a more efficient school in every particular. To overcome the one disadvantage of increased distance for the pupil it is no uncommon thing for the school districts in many of the states of the West and North and some in the South, notably Georgia, to provide transportation for pupils to and from school at public expense.

A question closely related to the improvement of rural schools is that of good roads. Every teacher should be an advocate of better roads for there is no greater need in the state than passable thoroughfares in the country districts and none, when supplied, that will do more towards the promotion of educational facilities in the rural communities. The roads of the state have been grossly neglected and that it is so is a little difficult to account for as they lead by and through our farms, stretch out before our view, and their often impassable condition is known of all men. It is strange that a general demand, loud and of no uncertain sound, has not come from the people for better roads. On any plan for the improvement of roads the teachers should without exception unite and assist with all their influence, feeling that nothing will

do so much to improve country school conditions as good roads. Better schools and better roads are imperative needs in our state. Mississippi is preeminently an agricultural state and necessarily must remain so. Here people live in the country and the youth, if educated at all, must be educated in the country. Too many citizens already, and they are of the highest type of men in the state, are leaving the country and moving into towns only for the sake of better school advantages. To avoid this moving from the country and to hold there the best type of citizenship is an end worthy of all cost and effort for an improvement in roads and schools. With good roads and efficient schools the country is the ideal place for the bringing up of children.

An eminent educator has well said that "The best physical laboratory in America is the well-regulated American farm. Here the boys and girls study nature first-handed. Here they observe the growth and life of plants and animals. Here they breathe pure air, become familiar with the beauties and wonders of the natural world. Here they make character. To have added to all these opportunities the advantages of a good school education, without any of the disadvantages that attend the spending of evenings, without chores or home duties, in the town, is an educational condition that is almost ideal."

With fewer schools as a result of consolidation the possibility for better supervision is greatly increased. Close supervision is a necessity in an efficient system of education and with the schools located as they now are it is a matter of impossibility. How can a superintendent in the period of the brief school term visit with any sort of satisfaction to himself or good to the system the numbers of schools under his supervision?

Summarizing the benefits to be derived from consolidation we find some of them are:

1. Fewer teachers are required, so better teachers may be secured and better salaries paid.
2. Children are in better school houses where there are better heating, lighting, ventilation, and more appliances of all kinds.
3. Pupils work in graded schools and both teachers and pupils are under systematic supervision.
4. Better opportunity is afforded for special work such as music, drawing, and manual training.
5. Cost per pupil is reduced and efficiency of instruction is increased. This includes cost and maintenance of buildings apparatus; furniture, and tuition.
6. Pupils are benefited by a widened circle of acquaintance and culture.

7. The school becomes the chief center of concern in the district and, thereby, the whole population is drawn together by a community of interest.

8. Free distribution of mail is being extended by the national government in the rural districts of Mississippi. If the pupils should be transported at public expense it will make possible a daily distribution of mail through the district.

9. Finally, with splendid schools the farm becomes the ideal place for the bringing up of children, enabling them to secure the advantages of a good school and social life and to spend their evenings and holidays in the country in contact with nature and in work instead of idly loafing about town.

Eighteen states have adopted the principle of consolidation with most satisfactory results and we might close this report in no better way than to tell just how this idea was first applied and in what way it has developed into such extended use in so many states. But the space allotted to this report precludes that and we shall conclude what we have to say by quoting from an article by William B. Shaw in a recent number of the *Review of Reviews* to show what is being done after this manner to improve the schools of our own section: "Some of the most interesting experiments in rural school consolidation and improvement have been in progress for several years past in the part of the country that has heretofore been regarded as the least progressive in educational matters. In the states of North Carolina and Georgia the conditions are quite different in every way from those prevailing in New England and the Middle West, where the school-consolidation movement has attained its greatest impetus. Yet it has been fully demonstrated in each of these States that it is cheaper and better to transport a dozen children four or five miles to a central school than to employ a teacher and provide a school house for these children near their own homes. The State school commissioner of Georgia has asked the Legislature to confer upon the county boards of education the authority to consolidate the weak and inefficient schools of a number of sparsely-settled communities into one strong central school whenever, in their judgment, such consolidation is deemed wise and proper. In North Carolina the number of school districts was reduced last year more than a thousand; the patrons of the schools in that State continue to ask for consolidation and centralization. Farther south, in Florida, one county—Duval—has concentrated schools over an area of about one hundred square miles. Here, as in other Southern States, where the transportation system has been introduced the wagons are owned by the counties. Drivers and teams are hired by contract let to the lowest bidder.

A conference of the county school commissioners of Georgia, held at Athens in September last, devoted much attention to the subject of school consolidation and transportation of pupils. In the course of this discussion Superintendent Smith, of Greene county, stated that, in his county, three schools had been consolidated with great success. Wagon frames and horses were purchased by the county, and a contract was made for the transportation of children to school at five cents per head per day. Previous to consolidation the cost of maintaining the schools was $17\frac{1}{2}$ cents per pupil per day; the cost now, including that of carrying the children, is $12\frac{1}{2}$ cents per day. This testimony was followed by a statement of Superintendent Rogers, of Washington County, giving the history of a school which four years ago had twenty pupils and paid the teacher a salary of \$30 a month, and today has one hundred pupils, with one teacher at \$90 a month, and a second at \$70, and a third at \$30, the school being carefully graded. Twenty-six of these pupils are transported, at a cost to the county of \$5 per term for each pupil. All this was brought about by abolishing two little schools and transporting the pupils who could not, otherwise, reach the school house. The increased interest that this school has aroused has caused the people willingly to raise the money that it takes to maintain a well-graded school. Superintendent Rogers also reported that in many instances, by the use of wagons, children were reached who lived near the swamps and the river, and who would not, otherwise, have been able to attend any school. In that county, whenever it is possible so to do, one of the older pupils is employed to act as driver, and this is thought to be a good policy, because the driver is brought under the direct supervision of the teachers.

All the superintendents who had had experience with consolidation agreed that the attendance was largely increased as a result of the better facilities afforded by central schools; and, in one instance, it was stated that land near the central school which formerly could be bought for \$8 an acre has recently sold for \$100. It was also stated that there is a growing sentiment in Georgia in favor of schools where more than one teacher is employed. "They are finding out that work done in schools where two or three teachers are employed is much better than the work done in schools where there is only one teacher. Two teachers can teach eighty pupils better than one teacher can teach twenty-five." State School Commissioner Glenn, of Georgia, gives it as his judgment that this movement will go forward rapidly in the State, until all of the weak, ungraded schools in the rural districts will be consolidated into strong, well graded central schools.

State Superintendent Joyner, of North Carolina, has recently issued a special bulletin on the subject of consolidation of districts. As an object lesson in his State, Superintendent Joyner cites Durham County, where the number of districts has been reduced from 65 to 49, and still more than nine-tenths of the children are within less than two miles of the school, and less than one hundred of them are as far as three miles from the school, while many improved school houses have been built in the county. In many other counties of the State, where districts have been consolidated, funds have been raised by private subscription for the erection of school buildings, and citizens are apparently ready and willing to go to this expense if assured of better instruction and equipment in the central schools.

One of the school districts of Knox County, Tenn.,—the county in which Knoxville is situated—is now attracting much attention as the seat of an attempt to establish a model rural-industrial school in which instruction will be given in both indoor and outdoor manual training. The people of this district—the tenth—are intelligent citizens, and are dissatisfied with the schools now in operation in their district, of which there are nine for white pupils and two for colored. The census of 1900 showed that there were in the district 803 whites of school age, and 124 colored. The average compensation for teachers has been \$32 a month. The people of the district have now determined to unite the nine white schools in one efficient central school, and for this purpose have raised about \$5,000. The General Education Board will cooperate with the citizens in building up their model industrial school, in which will be taught elementary forms of manual training—knife work, carpentering, scientific cooking, sewing, elementary agriculture, horticulture, bee-culture, and the like. Ten acres of land will be secured as a school site, and this will be added to, if necessary. It is intended that this school shall be a growth, and probably at least four years will be required for its completion. The progress of this model school will be watched with great interest, especially in Tennessee and the South, and will no doubt provide a stimulus to like undertakings in other sections.”

These notes on the school-consolidation movement, north and south, show that the scheme has been found practicable, in one form or another, under widely diverse conditions. The systems under which school funds are raised and expended differ greatly in the different States; but we have seen that, whatever the system may be, a way has been found to bring about the merging of feeble schools into strong ones, to the satisfaction of patrons, and that this has been accomplished

with seemingly equal facility in district, township, and county systems. No scheme of consolidation or centralization can be devised that can be applied with equal success to every locality. The local situation must be considered in each separate case. Because the people of Ohio have succeeded in centralizing their schools under the township plan, it by no means follows that the people of Georgia or Mississippi can do precisely the same thing in precisely the same way, working under their county system. For some communities that have not yet adopted any plan of action, Ohio's methods may seem practicable; for others, particularly in the South, the experience of Georgia may have more useful lessons. No advocate of consolidation, so far as we know, believes that identically the same scheme can be employed in all the States.

LOCAL TAXATION.

MISSISSIPPI STATUTES AS TO SEPARATE SCHOOL DISTRICTS. POWER OF THE COUNTIES TO LEVY A SPECIAL SCHOOL TAX.

Sec. 4011. Any municipality of three hundred or more inhabitants may be declared a separate school district by an ordinance of the Mayor and Board of Aldermen, but shall not be entitled to the rights and privileges of a separate school district, unless a free public school shall be maintained therein for a term of at least seven months in each scholastic year.

Sec. 4014. The Mayor and Board of Aldermen of a municipality, constituting a separate school district, shall annually levy a tax sufficient to pay for fuel and other necessities for its public free schools, and shall make such levy of taxes as may be necessary to maintain the schools, after the expiration of the four months' term provided for by the State, or to sup-

plement during the four months for the funds distributed by the State.

And such municipality may levy and collect taxes to erect and repair school buildings, and may issue bonds for that purpose in the manner provided in the chapter on municipalities. But a tax in excess of three mills on the dollar shall not be levied or collected without the consent of a majority of the tax payers of the municipality.

Sec. 4047. The Board of Supervisors are empowered to levy annually for public schools a tax upon the taxable property of the county, which is outside the limits of any separate school district, and may levy an additional poll tax of not exceeding one dollar on each male inhabitant liable to pay a poll tax; all to be collected as other taxes for general purposes, and at the same time, and to be paid into the county treasury to the credit of the school fund; and such taxes shall be receivable only in lawful currency of the United States, and shall be used

for the maintenance of the public schools after the expiration of the four months required by the constitution. And every municipality being a separate school district may in like manner levy and collect such taxes for the maintenance of schools.

MISSISSIPPI CONSTITUTION

Section 201. It shall be the duty of the Legislature to encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement, by establishing a uniform system of free public schools, by taxation, or otherwise, for all children between the ages of five and twenty-one years, and, as soon as practicable, to establish schools of higher grade.

Sec. 205. A public school shall be maintained in each school district in the county at least four months during each scholastic year. A school district neglecting to maintain its school four months shall be entitled to only such part of the free school fund as may be required to pay the teacher for the time actually taught.

Sec. 206. There shall be a common school fund, which shall consist of the poll tax (to be retained in the counties where the same is collected) and an additional sum from the general fund in the State treasury which together shall be sufficient to maintain the common schools for the term of four months in each scholastic year. But any

county or separate school district may levy an additional tax to maintain its schools for a longer time than the term of four months. The common school fund shall be distributed among the several counties and separate school districts in proportion to the number of educable children in each, to be determined from data collected through the office of State Superintendent of Education, in the manner prescribed by law.

SPECIAL DISTRICTS.

The following Mississippi towns supplement the state school fund by a local school tax:

Aberdeen	Gloster
Ackerman	Gulfport
Amory	Greenville
Bay St. Louis	Greenwood
Batesville	Grenada
Biloxi	Handsboro
Bogue Chitto	Hattiesburg
Bolton	Hazelhurst
Brandon	Hickory
Brookhaven	Holly Springs
Brooksville	Iuka
Canton	Indianola
Carrollton	Jackson
Charleston	Kosciusko
Clarksdale	Laurel
Columbia	Lexington
Coffeetown	Lumberton
Collins	Macon
Columbus	Moss Point
Como	McComb
Corinth	Magnolia
Crystal Springs	McHenry
Durant	Meridian
Edwards	Mt. Olive
Ellisville	Natchez
Enterprise	Nettleton
Fayette	New Albany
Forest	Newton

Norfield	Senatobia
Okolona	Starkville
Ora	Summit
Osyka	Terry
Oxford	Tupelo
Ocean Springs	Utica
Pearlhaven	Verona
Pass Christian	Vicksburg
Pontotoc	Water Valley
Poplarville	Waveland
Port Gibson	Wessen
Ripley	West Point
Sardis	Woodville
Scranton	Winona
Shannon	Yazoo City
Scooba	

WHY LOCAL TAXATION.

The following facts and figures compare the 11 Southern States with 11 other states where local taxation is largely the method of raising public school funds.

LENGTH OF SCHOOL TERM IN THE SOUTH.

Tennessee	96
Mississippi	105
North Carolina	78
Louisiana	120
Arkansas	84
Georgia	112
Alabama	78
Texas	110
Virginia	119
South Carolina	86
Florida	96

LENGTH OF TERM ELSEWHERE.

Maine	141
Missouri	144
Washington	148
Iowa	158
Indiana	152
Michigan	160
Delaware	160
Ohio	165
New York	175
California	166
Massachusetts	189

NOTE: The above figures are taken from Report of U. S. Commissioner of Education, 1901.

EXPENDITURE FOR EACH PUPIL ENROLLED, SOUTH.

Virginia	\$ 9.70
North Carolina	4.56
South Carolina	4.62
Georgia	6.68
Florida	10.25
Tennessee	5.17
Alabama	3.10
Mississippi	6.48
Louisiana	8.82
Texas	10.18
Arkansas	6.88

EXPENDITURE FOR EACH PUPIL ENROLLED, ELSEWHERE.

Maine	\$17.80
Missouri	17.12
Washington	28.25
Iowa	23.65
Indiana	19.12
Michigan	22.21
Delaware	17.93
Ohio	23.33
New York	41.68
California	36.67
Massachusetts	38.21

SCHOOL FUNDS RAISED FOR EACH ADULT MALE 21 YEARS OLD, SOUTH.

Virginia	\$ 4.50
North Carolina	2.65
South Carolina	3.37
Georgia	3.95
Florida	5.10
Tennessee	3.71
Alabama	2.66
Mississippi	4.00
Louisiana	3.70
Texas	6.35
Arkansas	4.66

SCHOOL FUNDS RAISED FOR EACH ADULT MALE 21 YEARS OLD, ELSEWHERE.

Maine	\$ 8.02
Missouri	8.80
Washington	11.46

Iowa	14.84
Indiana	11.04
Michigan	11.35
Delaware	7.35
Ohio	11.63
New York	17.27
California	13.98
Massachusetts	16.53

OTHER FACTS.

Massachusetts raises 98 per cent of her public school funds by means of local taxation.

More than 69 per cent of the public school funds of the United States is now raised by local taxation.

More than 85 North Carolina towns and school districts have voted a local tax for public schools during the last 12 months.

LOCAL TAXATION.

SECTION 72 OF THE NORTH CAROLINA SCHOOL LAW.

Special school tax districts may be formed by the County Board of Education in any county without regard to township lines under the following conditions: Upon a petition of one-fourth of the free holders within the proposed special school district, endorsed by the County Board of Education, the Board of County Commissioners, after thirty days' notice at the court house door and three other public

places in the proposed district, shall hold an election to ascertain the will of the people within the proposed special school district whether there shall be levied in said district a special annual tax of not more than thirty cents on the one hundred dollars valuation of property, and ninety cents on the poll, to supplement the Public School Fund, which may be apportioned to said district by the County Board of Education in case such special tax is voted. Said election shall be held in the said district under the law governing general elections as near as may be. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the word, "For Special Tax," and those who are opposed shall vote a ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at said election is in favor of said tax the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All money levied under the provisions of this act shall, upon collection, be placed to the credit of the School Committee in said district, which committee shall be appointed by the County Board of Education; and the said School Committee shall apportion the money among the schools in said district in such manner as in their judgment shall equalize school facilities.

CONSOLIDATION DATA.

DATA SHOWING THE AREA OF THE AVERAGE WHITE SCHOOL DISTRICT IN THE SEVERAL COUNTIES. COUNTIES IN WHICH SCHOOLS MAY BE CONSOLIDATED. OTHER FACTS.

The following Mississippi counties had an average white school district containing less than 10 square miles in 1899: Alcorn, Attala, Benton, Calhoun, Choctaw, Clay, Covington, Itawamba, Lafayette, Lauderdale, Lee, Marshall, Montgomery, Neshoba, Newton, Oktibbeha, Pontotoc, Prentiss, Scott, Simpson, Smith, Tate, Tippah, Tishomingo, Union, Webster, Winston—27 counties out of 75.

The following Mississippi counties in 1899, had an average white school district of 10 square miles but less than 16 square miles: Yazoo, Yalobusha, Wayne, Tallahatchie, Rankin, Pike, Panola,

Noxubee, Monroe, Lowndes, Lincoln, Leake, Lawrence, Kemper, Jones, Jefferson, Jasper, Hinds, Hancock, Holmes, Grenada, Franklin, De Soto, Copiah, Clarke, Chickasaw, Carroll—25 counties out of 75.

There are, therefore 52 out of the 75 counties of the State in which schools may be consolidated to advantage, without locating the schools farther than $2\frac{1}{2}$ miles from any child. A district of 16 square miles is none too large to put the school house within walking distance of all the children. The number of white school districts is on the increase in Mississippi, 92 being created in the two years 1899-1901.

The following table, which explains itself, will show that the average white school district in Mississippi was a little less than 12 square miles in area in 1899. The average white district is even smaller now.

County	Area	Area of average white district in square miles, 1899	Number of white school Districts 1899	Number of white school Districts 1901	Colored districts 1901
Adams	428	25	17	18	33
Alcorn	402	8	48	55	17
Amite	708	12	57	58	47
Attala	707	7	99	98	55
Benton	409	9	45	46	27
Bolivar	913	22	44	41	74
Calhoun	588	9	60	66	33
Carroll	612	10	66	66	63
Chickasaw	507	10	53	62	50
Choctaw	372	7	57	57	23
Claiborne	505	17	29	30	33
Clarke	664	12	58	63	33
Clay	399	9	44	45	40
Coahoma	592	19	30	30	43
Copiah	748	10	77	82	63
Covington	577	9	63	64	24
De Soto	551	12	47	47	45
Franklin	555	12	49	49	22
Greene	819	19	44	44	10
Grenada	435	14	34	34	44

County	Area	Area of average white district in square miles, 1899	Number of white school Districts, 1899	Number of white school Districts 1901	Colored districts 1901
Hancock	611	14	44	44	8
Harrison	982	20	48	50	8
Hinds	847	12	69	67	82
Holmes	825	14	56	56	75
Issaquena	473	39	12	13	21
Itawamba	526	8	62	65	10
Jackson	1,073	24	45	51	9
Jasper	647	11	62	62	38
Jefferson	519	12	41	39	40
Jones	674	12	56	63	12
Kemper	704	11	63	62	45
Lafayette	673	9	71	72	52
Lauderdale	677	9	72	73	46
Lawrence	638	12	52	56	35
Leake	561	10	59	67	33
Lee	449	8	54	55	28
Leflore	578	26	23	23	64
Lincoln	574	10	58	60	26
Lowndes	504	13	38	26	39
Madison	714	16	46	47	65
Marion	1,095	20	56	68	23
Marshall	707	9	75	74	70
Monroe	762	10	77	79	68
Montgomery	391	8	46	47	37
Neshoba	543	7	73	75	13
Newton	561	8	68	73	37
Noxubee	659	14	48	48	60
Oktibbeha	435	9	47	48	32
Panola	699	11	65	62	63
Pearl River	663	17	40	41	9
Perry	1,091	20	55	54	23
Pike	697	13	55	55	45
Pontotoc	496	7	68	68	26
Prentiss	420	7	58	60	14
Quitman	409	28	15	15	18
Rankin	777	12	67	66	56
Scott	584	8	69	62	29
Sharkey	438	24	18	21	28
Simpson	578	9	63	68	33
Smith	610	8	80	74	22
Sunflower	703	27	26	29	31
Tallahatchie	636	14	47	48	57
Tate	407	8	51	49	45
Tippah	456	8	54	59	17
Tishomingo	433	9	49	55	8
Tunica	449	21	21	21	35
Union	418	8	52	53	25
Warren	601	17	37	35	45
Washington	925	42	22	25	79
Wayne	788	13	63	69	24
Webster	409	7	58	58	28
Wilkinson	664	16	41	40	57
Winston	577	7	74	74	36
Yalobusha	501	11	44	46	38
Yazoo	1,018	14	69	67	86
Seventy-five counties	46,340	120	3,900	3,992	2,826

OTHER FACTS.

The following counties with an average white school district of less than 16 square miles increased the number of white districts during the two years 1899-1901: Alcorn, Amite, Attala, Benton, Calhoun, Chickasaw, Clarke, Clay, Copiah, Covington, Itawamba, Jones, Lafayette, Lauderdale, Lawrence, Leake, Lee, Lincoln, Monroe, Montgomery, Neshoba, Newton, Oktibeha, Prentiss, Simpson, Tallahatchie, Tippah, Tishomingo, Union, Wayne, Yalobusha—31 out of 75 counties.

A MANUAL LABOR SCHOOL.
WHAT ONE MISSISSIPPI TEACHER IS
DOING FOR THE BETTER INDUS-
TRIAL EDUCATION OF BOYS AND
GIRLS IN THAT STATE.

The following letter explains itself:

Realizing the great need of primary industrial training in the South, and especially the need of an institution where such training would be within the reach of the poorest boy or girl, I have undertaken to establish a school at Lumberton, in Southern Mississippi, to carry out that idea.

The citizens of Lumberton gave me \$10,000; one thousand acres of land and \$8,000 in money to start with. A charter was procured, and the work organized under a board of directors, who have legal control, and a board of trustees who sustain an advisory relation to the school.

Our plan is to make the labor of the student pay his expenses. We, therefore, accept no money from any student. We had students last year who were able and willing to pay their expenses in money, but we made no exception. All must work—that is part of our aim: to teach boys and girls to work, and how to work, to make work honorable and useful. The rich boy must wear the blue overall as well as the poor boy.

We also industriously discourage the idea that the student is a beneficiary in any sense. We teach him to spurn the idea of accepting as a gift anything he can obtain by his own manly efforts. So we charge him for board, tuition, books, stationery, incidentals, and everything else, just as in other schools, but require all to be paid for by his labor. All we demand is that the student shall sign a pledge to obey the rules of the school, and act in all things as a gentleman. This admits him. Our school is built on that pledge.

It is an important part of our work to educate the sentiment and principle of honor involved in the obligation. We use no other compulsion.

We require the student to spend the forenoon in the school room and the afternoon in manual labor. All our work is done by our students. There are special rules governing different departments of work—the dairy, the barn, the farm. Order, economy and thrift are taught as quite as important as books. Our

curriculum is altogether an English one, although we had a class in Latin this year. But Latin and Greek are special, and outside of our regular course. If a student stays with us four years, in order to get a certificate, he must in the closing year study either French, German, or Spanish. We contemplate adding shops for all kinds of mechanical work as soon as our means will permit. At present our labor is confined to the farm.

We opened the school the first of last October. During the year we enrolled 45 students, and turned away three times that number for lack of accommodation. We now have 50 acres under fence and partly in cultivation. We have seven frame buildings, including the barn. We are trying to get in shape to take 50 boys next year, and expect to open in October. Already applications are pouring in on us, and if we had the facilities we could soon have 300 or 400 students, mostly of that class that will never be able to go to school except to one like this, where they can pay their way with their labor.

I have found one man who will give me \$3,000 next year to carry on my work if we can raise another \$3,000. I expect to do it. While we gladly accept aid from without, and, in an honorable way solicit it,

we are established on the basis of self-help. We are paddling our own canoe—building our own houses, raising our own provisions, cultivating the virtue of independence, self-reliance, and resolute perseverance. We are in the hard part now. After our land becomes productive its yield will be our endowment; but until then we have to do the best we can. But we feel greatly encouraged. The great number who desire to enter a school like ours shows that there is need for it, while our people evince a kindly interest in our effort to reach the poor boy with the best advantage for his development.

Very truly yours,

A. S. STEEL.

Lumberton, Miss., May 22, 1903.

OTHER FACTS.

The negro population outnumber the white population in 39 out of the 75 counties. Those 30 counties are Adams, Amite, Bolivar, Carroll, Chickasaw, Claiborne, Clay, Coahoma, Copiah, De Soto, Grenada, Hinds, Holmes, Issaquena, Jasper, Jefferson, Kemper, Lawrence, Leflore, Lowndes, Madison, Marshall, Monroe, Montgomery, Noxubee, Oktibbeha, Panola, Quitman, Rankin, Sharkey, Sunflower, Tallahatchie, Tate, Tunica, Warren, Washington, Wilkinson, Yalobusha, and Yazoo.

POPULATION AND ILLITERACY.

TOTAL POPULATION OF THE SEVERAL SOUTHERN STATES BY RACES. NUMBER OF ILLITERATES IN EACH STATE, WHITE AND BLACK.

MISSISSIPPI—ILLITERACY BY COUNTIES.

STATE	Total Population, 1900.	Total white Population, 1900.	Total negro Population, 1900.	Total white Population, ten years of age and over, 1900.	Total negro Population, ten years of age and over 1900.	White illiter- ates, 10 years of age and over, 1900.	Negro illit- erates, 10 yrs. of age and over, 1900.
Va.	1,854,184	1,192,855	660,722	885,037	478,921	98,160	213,960
N. C.	1,893,810	1,263,603	624,469	904,978	437,691	175,907	210,344
S. C.	1,340,316	557,807	782,321	404,860	537,398	54,719	283,940
Ga.	2,216,331	1,181,294	1,034,813	853,029	724,096	101,264	379,156
Fla.	528,542	297,333	230,730	216,510	168,586	19,184	65,101
Ala.	1,828,697	1,001,152	827,307	714,883	589,629	104,883	338,707
Miss. ...	1,551,270	641,200	907,630	458,467	638,646	36,844	314,617
La.	1,381,625	729,612	650,804	524,753	464,598	96,551	284,594
Tex. ...	3,048,710	2,426,669	620,722	1,725,030	437,710	146,487	167,531
Ark. ...	1,311,564	944,580	366,856	670,409	263,808	77,160	113,495
Tenn. ...	2,020,616	1,540,186	480,243	1,125,968	354,833	159,086	147,844
Total ..	18,975,665	11,776,291	7,186,517	8,483,944	5,095,916	1,070,245	2,519,249
U. S. ...	75,994,575	66,809,196	8,833,994	51,250,918	6,425,581	3,209,605	3,037,252

NOTE: The population of the South, 18,975,665, was 24.9 per cent. of the population of the United States in 1900. The white population of the South, 11,776,291, was 62.6 per cent. of the total population of the South. The remaining 37.4 per cent. consisted of negroes and 10,156 Indians and 2,601 Mongolians.

County	White Population, 1900.	Negro Population, 1900.	White illiterates, 10 yrs. of age and over, 1900.	Negro illiter- ates, 10 yrs. of age and over, 1900.
Adams	6,439	23,668	151	8,896
Alcorn	11,162	3,825	987	719
Amite	8,400	12,368	293	4,324
Attala	13,875	12,350	897	3,830
Benton	5,310	5,200	346	1,709
Bolivar	4,197	31,197	226	10,916
Calhoun	12,415	4,097	1,015	1,305
Carroll	9,197	12,919	442	4,388
Chickasaw	8,148	11,744	356	3,560
Choctaw	9,451	3,585	647	1,129
Claiborne	4,565	16,213	101	5,615
Clarke	9,245	8,493	729	2,823
Clay	5,927	13,633	121	4,804
Coahoma	3,081	23,183	81	7,088
Copiah	16,355	18,036	773	6,017
Covington	8,471	4,605	488	1,464
De Soto	6,233	18,513	192	6,246
Franklin	6,873	6,799	585	2,860
Greene	4,941	1,778	226	310
Grenada	3,828	10,281	93	3,351
Hancock	8,356	3,469	1,169	1,031
Harrison	14,632	6,367	890	1,896
Hinds	13,037	39,531	255	13,054
Holmes	8,120	28,707	168	10,134

County	White Population, 1900	Negro Population, 1900	White illiterates 10 yrs. of age and over, 1900	Negro illiter- ates, 10 yrs. of age & over, 1900
Issaquena	622	9,771	19	4,074
Itawamba	12,202	1,342	1,014	452
Jackson	10,697	5,815	1,122	2,075
Jasper	729	7,474	321	2,317
Jefferson	4,020	17,270	189	6,227
Jones	13,156	4,670	1,091	1,516
Kemper	8,669	11,645	536	3,883
Lafayette	12,378	9,730	560	2,680
Lauderdale	19,190	18,958	570	7,326
Lawrence	7,535	7,568	447	2,496
Leake	10,747	6,231	796	2,228
Lee	13,297	8,658	804	2,625
Leflore	2,796	21,031	67	8,593
Lincoln	12,341	9,209	836	3,222
Lowndes	7,121	21,972	73	9,110
Madison	6,574	25,918	165	9,626
Marion	9,178	4,323	739	1,313
Marshall	8,966	18,708	204	5,150
Monroe	12,555	18,650	792	6,078
Montgomery	7,903	8,573	260	2,755
Neshoba	9,874	2,279	678	1,098
Newton	11,659	7,614	532	2,682
Noxubee	4,699	26,146	124	11,219
Oktibbeha	6,363	13,819	336	5,412
Panola	9,661	19,366	267	6,189
Pearl River	4,904	1,792	307	541
Perry	9,808	4,822	783	1,445
Pike	13,829	13,713	407	4,394
Pontotoc	13,447	4,827	1,173	1,664
Prentiss	12,657	3,131	1,416	949
Quitman	1,258	4,177	147	1,337
Rankin	8,679	12,260	291	3,903
Scott	8,107	6,065	401	2,079
Sharkey	1,449	10,723	38	3,994
Simpson	7,846	4,954	792	2,003
Smith	10,695	2,360	862	700
Sunflower	4,006	12,070	243	4,484
Tallahatchie	6,308	13,281	371	5,132
Tate	8,439	12,179	290	3,880
Tippah	10,080	2,903	753	796
Tishomingo	9,073	1,951	1,034	368
Tunica	1,559	14,914	72	5,403
Union	12,380	4,142	1,141	1,222
Warren	10,346	30,554	180	10,322
Washington	5,002	44,143	158	15,134
Wayne	7,481	5,058	720	1,703
Webster	9,694	3,925	522	1,071
Wilkinson	4,384	17,069	167	7,179
Winston	8,192	5,901	466	1,750
Yalobusha	9,284	10,458	230	3,709
Yazoo	10,043	33,902	290	11,630
Total	641,200	907,630	36,844	311,617

The total population of Mississippi, in 1900, was 1,551,270, divided as follows: Whites, 641,200; negroes, 907,630; Indians, 2,203; Mongolians, 237.

In 1900, there were 36,844 white illiterate persons ten years of age and over in Mississippi. There were 314,617 illiterate negroes ten years of age and over. The total number of illiterates was, therefore, 351,461. In other words, 32 per cent of the total population ten years of age and over was illiterate in 1900.

In 1900, the total white population

of Mississippi ten years of age and over was 450,952; 36,844 being illiterate, or 8 per cent. The total negro population ten years of age and over was 640,424; 314,617 being illiterate, or 49.1 per cent.

ILLITERATE VOTERS.

The following table shows the number of illiterate white voters in each of the several counties of the State of Mississippi, also the number of illiterate negroes of voting age. In the county of Hancock there are more than 20 native white illiterate voters out of every 100 native white voters.

County	Native White Voters.		1900. Total.	Negroes of voting age.		1900. Total
	Literate	Illiterate		Literate	Illiterate	
Adams	1,441	25	1,466	2,286	3,029	5,315
Alcorn	2,242	291	2,533	507	266	773
Amite	1,713	116	1,829	945	1,318	2,263
Attala	2,747	332	3,079	1,095	1,270	2,365
Benton	1,109	106	1,215	507	502	1,009
Bolivar	1,138	54	1,192	4,604	3,958	8,562
Calhoun	2,263	323	2,586	379	399	778
Carroll	1,950	167	2,117	1,193	1,481	2,584
Chickasaw	1,743	120	1,863	1,025	1,188	2,213
Choctaw	1,833	199	2,032	313	300	613
Claiborne	1,035	35	1,070	1,500	1,818	3,318
Clarke	1,728	208	1,936	674	898	1,572
Clay	1,413	44	1,457	1,194	1,608	2,802
Coahoma	965	25	990	3,822	2,563	6,385
Copiah	3,285	209	3,494	1,552	1,969	3,521
Covington	1,789	146	1,935	519	474	993
De Soto	1,465	62	1,527	1,988	2,011	3,999
Franklin	1,278	188	1,466	452	788	1,240
Greene	1,063	85	1,148	361	95	456
Grenada	913	39	952	1,036	1,035	2,071
Hancock	1,341	339	1,680	557	382	939
Harrison	2,842	222	3,064	896	603	1,499
Hinds	3,141	90	3,231	3,863	4,359	8,222
Holmes	1,926	61	1,987	2,547	3,347	5,894
Issaquena	202	6	208	1,213	1,510	2,723
Itawamba	2,296	342	2,638	112	165	277
Jackson	1,965	393	2,358	841	830	1,671
Jasper	1,491	113	1,604	649	665	1,314
Jefferson	891	87	978	1,465	1,985	3,450
Jones	2,559	312	2,871	658	606	1,264
Kemper	1,707	180	1,887	891	1,256	2,147

County	Native White Voters, 1900.		1900. Total.	Negroes of voting age, 1900		1900 Total
	Literate.	Illiterate.		Literate.	Illiterate.	
Lafayette	2,573	212	2,785	1,047	932	1,979
Lauderdale	4,484	180	4,664	1,549	2,306	3,855
Lawrence	1,415	134	1,549	582	711	1,293
Leake	2,040	263	2,303	536	591	1,127
Lee	2,798	283	3,081	910	920	1,830
Leflore	843	15	858	2,301	3,027	5,328
Lincoln	2,396	296	2,692	841	1,016	1,857
Lowndes	1,802	15	1,817	1,779	3,043	4,822
Madison	1,540	63	1,603	1,955	3,129	5,084
Marion	1,720	226	1,946	399	418	817
Marshall	1,985	63	2,048	2,013	1,625	3,638
Monroe	2,789	292	3,081	1,819	2,160	3,979
Montgomery	1,726	89	1,815	680	956	1,636
Neshoba	1,835	250	2,085	176	232	408
Newton	2,363	156	2,519	638	813	1,451
Noxubee	1,118	55	1,173	1,769	3,435	5,204
Oktibbeha	1,394	122	1,516	1,014	1,649	2,663
Panola	2,155	98	2,253	1,977	2,082	4,059
Pearl River	1,041	81	1,122	295	228	523
Perry	2,144	248	2,392	692	511	1,203
Pike	3,193	117	3,310	1,257	1,372	2,629
Pontotoc	2,507	373	2,880	435	566	1,001
Prentiss	2,280	422	2,702	321	284	605
Quitman	322	44	366	580	479	1,059
Rankin	1,818	101	1,919	1,042	1,259	2,311
Scott	1,594	158	1,752	524	666	1,190
Sharkey	413	7	420	1,333	1,518	2,851
Simpson	1,377	237	1,614	343	545	888
Smith	1,876	267	2,143	202	231	433
Sunflower	1,112	65	1,177	1,703	1,711	3,414
Tallahatchie	1,380	121	1,501	1,300	1,744	3,044
Tate	1,779	94	1,873	1,114	1,261	2,375
Tippah	1,955	217	2,172	283	246	529
Tishomingo	1,687	293	1,980	110	103	213
Tunica	534	33	567	2,273	2,050	4,323
Union	2,415	340	2,755	431	386	817
Warren	2,569	43	2,612	3,844	3,597	7,441
Washington	1,419	34	1,453	6,093	5,948	11,041
Wayne	1,399	230	1,539	375	600	975
Webster	1,871	195	1,966	375	361	736
Wilkinson	918	67	985	1,205	2,095	3,300
Winston	1,643	148	1,791	517	526	1,043
Yalobusha	2,097	75	2,172	945	1,127	2,072
Yazoo	2,266	105	2,371	3,398	4,156	7,554
Total	133,969	11,846	145,815	99,259	105,293	204,552

There were, in 1900, 145,815 native white persons of voting age in Mississippi, 11,846 of whom were illiterate, or 8.1 per cent. There were, in 1900, 204,552 native negroes of voting age in Mississippi, 105,293 of whom were illiterate, or 52.4 per cent.

THE FIELD.

INTERESTING EDUCATIONAL NEWS
HAPPENINGS THROUGHOUT THE
SOUTH.

Lafayette Parish, Lafayette, Louisiana, on June 18th voted in favor of levying a special school tax of three mills for six years, 415 votes being cast for the tax and 213 against it. The extra school tax will swell the school revenues of Lafayette Parish considerably. The total school fund of that Parish will hereafter be something like \$30,000 per annum.

The people of Caney Fork township, Jackson county, North Carolina, recently raised a voluntary subscription of \$1,064.00 to assist in building three new school houses in that township.

Two new rural school libraries were recently established in Jackson county, North Carolina.

The Tennessee State Teachers' Association will hold its annual meeting at Monteagle, July 28-31, 1903. An interesting program has been prepared for this meeting of the Association, and State Superintendent Mynders, who is Secretary of the Association, requests all teachers and friends of education to attend the coming meeting of the Association.

There will be an educational rally held at Fork, Monroe county, South Carolina, on July 15th. State Superintendent Martin, Governor Hayward, Judge Woods and others will make addresses. Recently a school district of 12 square miles, embracing Fork, voted a local tax of three mills and consolidated three district schools into one central school. The proposed educational rally is to arouse enthusiasm in favor of the new consolidated school.

Prosperity, South Carolina, will vote on July 7th on the question of issuing \$5,000.00 worth of bonds for the erection of a public school building in that town.

The school authorities of Brevard county, Florida, will consolidate five isolated schools into one central school. The schools to be consolidated are along Indian River and the children will be transported to the central school by means of launches.

The school district of Boomer, Wilkes county, North Carolina, recently voted a local tax for public schools. Not a single vote was cast against the tax.

The town of Easley, South Carolina, voted on June 12th, to issue \$12,000 worth of bonds with which to erect a public school building in that town.

The following figures are encouraging so far as the United States are concerned:

	Amount spent per capita on the army	Amount spent per capita on education
England	\$3.72	\$0.62
Prussia	2.04	.50
France	4.00	.70
Italy	1.52	.36
Austria	1.36	.32
Russia	2.04	.93
United States . . . . .	.39	1.35

The people of Florence and Florence county, South Carolina, held an educational rally on July 1st. Addresses were made by State Superintendent Martin and others. Local taxation, rural libraries, better public school houses, and industrial education were emphasized by the speakers.

The teachers of Gwinnett county, Georgia, adopted a resolution asking the legislature of Georgia to pass a suitable taxation law. The teachers also adopted a resolution favoring the enactment of some kind for compulsory education for the state.

The Price public school district, of Arcadia, Louisiana, voted unan-

imously on June 3rd for a five mills school tax, lasting ten years.

Wilkes county, North Carolina, during the past year consolidated 18 rural schools. During the month of August one township in Cabarrus county, North Carolina, containing seven school districts, will vote on the question of levying a local tax for public schools. During the same month one township in Northampton county, containing five districts, will also vote on the question of local taxation.

Dare county, North Carolina, has two townships in which a local tax has recently been voted for public schools. There is a movement now to have a vote on the question of local taxation in all the townships of the county and there is every probability that the tax will be carried when the vote is taken. It is said that Dare county will likely be the first county in North Carolina in which every school district levies a local school tax.

The police jury of Red River parish, Louisiana, has increased the parish school tax one mill. This will make a six months term instead of five as heretofore.

SCHOOL FUNDS.

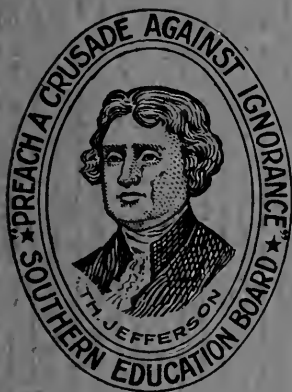
THE SCHOOL REVENUES OF THE SEVERAL STATES AND THE SOURCES

DERIVED.

	From Permanent Funds and Rents	State Taxes	Local Taxes	Other Sources
Maine	2.0	30.6	67.4	0.0
New Hampshire (1889-1900)	1.4	5.0	89.0	4.6
Vermont (1899-1900)	5.8	9.9	74.6	9.7
Massachusetts	1.1	0.8	97.2	0.9
Rhode Island	1.0	8.6	85.8	4.6
Connecticut	5.0	10.5	82.0	2.5
New York	0.7	9.1	68.8	21.4
New Jersey	3.0	35.7	60.7	0.6
Pennsylvania	0.0	20.1	59.2	20.7
Delaware (1899-1900)	28.8	22.0	43.1	6.1
Maryland	2.1	27.5	63.9	6.5
District of Columbia	0.0	0.0	100.0	0.0
Virginia (1898-1899)	2.4	48.0	46.9	2.7
West Virginia (1899-1900)	2.4	17.1	74.1	6.4
North Carolina	0.0	85.2	1.4	13.4
South Carolina	0.0	70.1	14.7	15.2
Georgia	10.5	51.6	21.1	16.8
Florida	4.6	13.3	78.0	4.1
Kentucky .....	....	61.6	30.9	7.5
Tennessee (1899-1900)	7.2	84.5	....	8.3
Alabama (1899-1900)	13.6	68.7	....	17.7
Mississippi (1898-1899)	9.8	49.6	37.3	3.3
Louisiana	4.9	26.2	60.3	8.6
Texas	26.0	47.7	21.8	4.5
Arkansas	0.0	28.5	56.3	15.2
Oklahoma	0.0	18.1	61.8	20.1
Indian Territory	0.0	0.0	99.0	1.0
Ohio	1.7	12.5	79.8	6.0
Indiana	7.6	19.7	72.1	0.6
Illinois	4.1	5.0	87.4	3.5
Michigan	17.4	0.0	71.9	10.7
Wisconsin	2.7	10.2	76.5	10.6
Minnesota .....	....	21.3	64.6	14.1
Iowa	1.1	0.0	87.8	11.1
Missouri	8.8	10.5	75.3	5.4
North Dakota (1899-1900)	30.7	0.0	63.6	5.7
South Dakota	17.7	0.0	77.7	4.6
Nebraska	11.5	4.4	61.8	22.3
Kansas	8.8	0.0	87.6	3.6
Montana	3.2	67.7	7.8	21.3
Wyoming (1899-1900)	14.8	0.0	76.5	8.7
Colorado	3.7	0.0	84.0	12.3
New Mexico (1899-1900)	0.0	91.5	8.5	0.0
Arizona .....	....	4.0	78.5	17.5
Utah	2.0	23.8	10.6	63.6
Nevada	59.8	0.0	40.2	0.0
Idaho (1899-1900)	7.3	33.1	47.3	12.3
Washington	6.1	37.2	49.1	7.6
Oregon	15.1	0.0	73.0	11.9
California	3.0	41.1	54.3	1.6
United States	4.2	16.4	68.6	10.8

OCTOBER 1, 1903

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Southern Education

(South Carolina Edition)

"Our people are beginning to realize the fact that we cannot have a prosperous State unless we have an educated State; they are beginning to realize that the prosperity of the State does not depend upon the amount of education which *some* of our people have, but that the prosperity of the State depends upon the education possessed by *all* the people in the State."

Gov. D. C. Heyward.

"We all here believe that education is the hope of the State, the South, and of the country, and are willing to do what we can to secure better facilities for the people in the rural districts. Aside from the necessity of education for all the people, it is necessary for the future welfare of our State to give better school facilities to the rural districts to stop the drift of our good people from the country to the cities. I am sure that I speak for every college man without exception when I say that we subscribe without reservation to Jeffer's teaching that "the chief duty of the State institutions for higher education is the promotion of the interest of public schools of all grades." *President D. B. Johnson.*

"One intelligent, live and enthusiastic teacher can revolutionize a whole township, and build a monument that will endure as long as appreciative hearts and growing minds continue."

O. B. Martin, State Supt. Education.

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers.

VOL. 1

No. 17

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EDUCATION AN INVESTMENT.

“The domestic animal pays back for its training when it enters upon its life work. The beautiful rose rewards the husbandman who nurtured it into flowering. One of the first lessons of political economy is that labor for only immediate results is never well repaid. If the object be to receive large returns, there must be a long period of labor without appreciable reward. Thus, accumulated capital is no less necessary to educational than to industrial enterprises. The child is the raw material: others must furnish the capital. Education can not be self-sustaining in its immediate returns, but in its returns to society it is more than self-sustaining — it is self-uplifting.”

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Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year.....50 cents

Three months.....15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Thursday, October 1, 1903

This edition of SOUTHERN EDUCATION has been prepared at the suggestion of the State Superintendent of South Carolina and of the Central Educational Campaign Committee, composed of Gov. D. C. Heyward, Pres. D. B. Johnson, and Supt. O. B. Martin.

CHARLES L. COON, *Editor*.

Some object to the publication of illiteracy statistics, as well as statistics showing our educational conditions as to teachers, salaries, supervision, and school houses, on the ground that it is calling attention to our shame. It would be interesting to know what interpretation we should put on the following: "Ye shall know the *truth* and the *truth* shall make you free" !

"There are some things worse than illiteracy." Yes, the perpetuation of conditions which make illiteracy is one of the things that is worse. The illiteracy we have was unavoidable, the illiteracy of the future will be inexcusable, both in the sight of God and man.

Why can not the Sunday schools of the South take up the question of adult illiteracy? The Church in the South is yet and will ever be the most potent social force in our civilization, hence it could take up such a problem with the most assurance of a successful solution.

Why does the State of South Carolina, as well as many other States, think it necessary to limit the salaries of its county superintendents in such manner as renders it impossible for those men to live by means of what ought to be their only work? Can a State that says that some county superintendents shall only receive \$300 a year, for instance, be rightly chargeable with the highest and most intelligent zeal for the best interests of its children and its future citizens? The most essential weakness of the school systems of our southland is lack of organization and effective leadership, resulting in aimless and purposeless work on the part of unskilled and untrained teachers. If skilled supervision pays in our cities, it will surely pay in our counties.

The United States spends annually for public education about \$1.35 per capita. It is said that the liquor bill of this country last year was more than \$16 per capita! And yet we sometimes hear it said we are too poor to have better schools.

A New Scripture.

For school officers: Seek first of all a good teacher and these things will follow—a school library, a good school house, embellished school grounds, interested pupils, punctual and regular attendance.

And do you ask how you are to know a good teacher? By his works is the best rule to guide you. Did he ever convert a community so that it helped him to establish a school library, build a decent school house, beautify the school grounds? Did he ever interest indifferent parents in the education of their children, did he ever inspire enough interest on the part of the children to cause them to love the school and be punctual and regular in attendance? Did he ever take enough interest in the poor and the illiterate children of the community to secure enough aid to put them all in school? Does he spend his vacation in idleness or does he spend it in sober thoughtfulness and in planning better work for the future? Does he know enough and care enough about universal popular education to enable him to convert opponents of such education?

These are some of the qualifications which any school officer can find out without formal examination of the applicant for the position of teacher. And, unless an applicant have these qualifications, it were better far that he were not elected to teach the children of any community. The education of the children can not wait on the reformation of the teacher.

Institutes--A Suggestion.

During the past summer considerable discussion has been going on in Southern newspapers relative to the county summer normals, or institutes. There is considerable opposition to these schools as they are now conducted.

Evidently these schools should do two things: (a) broaden the scholarship of teachers, and (b) give teachers such professional training as will make them more efficient.

The school authorities of each state should make out, first of all, a well-defined and suggestive graded course of study for the rural schools. Such a course of study should employ the time and attention of the best educational thought of each state in the South. The county institutes, then, should give definite instruction as to how such a graded course of study could be taught by the teachers in the schools. This would give aim and purpose to the work of the rural public school teacher. This would begin at the very beginning of the rural school problem in the South, the proper training of the rural teacher. It would be an immense gain for education everywhere, if the teachers of every county in the South could have one month's definite instruction in such an institute next summer.

Our school laws require geography, history, arithmetic, and the like to be taught in the public schools, yet the books on these subjects adopted for use in the public schools of most of the Southern States can not be read intelligently by the children earlier than the

fifth reader class. And 75 per cent. of all the children enrolled in our country public schools leave school by the time they can read well in the fifth reader. Hence, such a subject as history, which is supposed to train children most directly for citizenship, is now being taught to only a very few of the children. It is the plain duty of the educational leaders of the several Southern States, therefore, to take up this subject of county institutes in earnest. The course of study is the first problem; how to teach it most effectively is the next problem.

"The first thing we should do is to arouse a deep and increased interest in the subject of education; we must go to work and let the people know that we are in earnest; we must realize the fact that in this work we will not be judged by what we propose to do, but by what we actually do. Like the reaper, we will not be judged by our good intentions. In the morning he goes into the harvest field: we judge him by the sheaves which he brings home at evening time."

— Gov. D. C. HEYWARD.

"Better schools and more education must be provided for the thousands who have not yet enjoyed the munificence and benefactions of progressive civilization."—O. B. MARTIN, State Supt. Education.

There are a number of ways in which the rural schools may be helped:

1. Local taxation.
2. Consolidation of districts.

3. Improvement and beautifying of school houses and grounds. (I am glad to report that the students of Winthrop College organized last year a State Association of Women for help in this work and have already accomplished something.)

4. Rural libraries.

5. By securing closer and more expert supervision.

We could aid in securing and hastening these results by arousing public opinion through addresses to the people and publications, newspaper and circular, and in other ways that will suggest themselves.—PRESIDENT D. B. JOHNSON, Columbia Conference, April 11, 1903.

In 1890, the white illiteracy in South Carolina was 17.9 per cent., the negro illiteracy being 64.1 per cent. In 1900, the white illiteracy of South Carolina was 13.6 per cent, the negro illiteracy being 52.8 per cent. These figures show a considerable decrease in illiteracy during the last ten years.

"The school gives the preliminary preparation for education, and the library gives the means by which the individual completes and accomplishes his education."—DR. W. T. HARRIS, 1890.

No group of pupils can grow in knowledge without access to a library. The rural school library should be small. Only the best books should be selected. The teacher should know the library and be the librarian.

DECLARATION OF CONFERENCE

Of Educators at Columbia, April 11, 1903.

"Regarding it as beyond discussion that universal education is absolutely necessary for the true solution of those problems which will forever confront a free government, recalling that the faith of our State was pledged by our fathers to the support of schools for all the people, by the act of the assembly of 1710, which declared that it was necessary that a free school be conducted for the youth of the province affording instruction in the arts and sciences and useful learning; reaffirming that 'as the people of the past owed a duty to us, so we owe a duty to all who follow us;' that 'the commonwealth exists chiefly for the children of to-day and those of the future,' and that, the principles of the Christian religion as well as of humanity and of sound economics demand that we recognize and meet this obligation when taken in its widest form of expression, therefore:

"We, as an educational conference assembled in the city of Columbia this April 11, 1903, do make and address to the people of South Carolina the following declaration:

"1. No free government can long exist without an educated citizenship; this condition can not be secured except by a system of education which shall provide free schools for all the children of the State—a system which shall furnish such training as will prepare every child intelligently to perform all the services demanded of him in his relation to family, society, church and state.

"2. The people of South Carolina have made a noble effort to meet this obligation, but the actual facts of our educational conditions show that the battle for popular education has not yet been completely won, and therefore demand renewed and organized effort on the part of all who love the State. Some of these facts are: (1) the length of our school term is 88.4 days per annum; the average in the United States is 145; (2) the average salary of teachers is per month in South Carolina \$31.25; in the United States, \$48.00; salary per annum in South Carolina, \$138.12; in the United States, \$338.00; (3) the average cost of education per capita for enrolled pupils in South Carolina, \$3.65; in the United States, \$20.29; (4) the statistics show that 35.9 per cent. of the entire population and 14 out of every 100 whites over 10 years of age are classed as illiterate.

"To remedy this state of affairs is clearly our duty now, and the remedy lies in hard work for those schools which alone can offer an opportunity for an education to the great mass of our deserving and patriotic citizens who live in the rural districts.

"In view of the supreme importance to the commonwealth of better schools in these rural districts, this conference, invoking the aid of two great agencies, the pulpit and the press, and the co-operation of all good citizens, declares itself in favor of:

"1. Local supplementary taxation as necessary alike to the moral and financial support of efficient public schools, and hence persistent agitation for the general extension of this plan, already adopted in our State by one-sixth of our school districts.

"2. Better training and payment of teachers, expert supervision, longer terms, and courses of study adapted to the economic conditions and wants of the people.

"3. The consolidation, wherever practicable, of weak schools into larger and stronger organizations.

"4. The improvement of school houses and grounds, with better equipment for teachers.

"5. A systematic campaign, not only with these aims in view, but also for the purpose of arousing popular interest in education.

"The conference, therefore, recommends that a campaign executive committee of three be appointed to organize and conduct the campaign for carrying out the purposes of this declaration."

The above declaration of principles was signed by Gov. D. C. Heywood, State Supt. Martin, and by the leading college presidents, by many city and county superintendents, by college professors, and by other friends of education, numbering in all sixty-five persons.

CONSOLIDATION DATA.

Arguments for Consolidation--Instances of Its Success--Table Showing Its Possibility in South Carolina.

The land area of the average white school district in South Carolina is 12.6 square miles. If the average white district was 16 square miles in area, no child would have to walk farther than 2.8 miles to school, and only that far when living in one corner of the district.

The following South Carolina counties have an average white school district of less than 10 square miles in area: Anderson, Cherokee, Greenville, Lancaster, Oconee, Saluda, Spartanburg, and York—8 counties out of 41.

The following South Carolina counties have an average white school district of less than 12 square miles and more than 10 square miles in area: Abbeville, Chester, Florence, Greenwood, Horry, Laurens, Lee, Newberry, Pickens, Sumter, Union, Williamsburg—12 counties out of 41.

The following South Carolina counties have an average white school district of less than 16 square miles and more than 12 square miles in area: Aiken, Bamberg, Barnwell, Chesterfield, Clarendon, Darlington, Edgefield, Hampton, Kershaw, Lexington, Marion, Marlboro, Orangeburg, Richland—14 counties out of 41.

There are 33 out of 40 counties in South Carolina which contain an average white school district of less than 16 square miles in area. That fact means that consolidation of schools can be carried on in 33 South Carolina counties out of the 41 counties without even resorting to the transportation of pupils.

The following table gives the land area, number of white rural schools in 1902, and the area of the average white school district:

County	Land Area	White Rural Schools, 1902	Area of Average White District, 1902
Abbeville	682	61	11.1
Aiken	1,096	74	14.8
Anderson	756	93	8.1
Bamberg	563	27	13.4
Barnwell	870	63	13.8
Beaufort	943	14	67.3
Berkeley	1,316	52	25.3
Charleston	687	19	36.1
Cherokee	361	56	6.4
Chester	592	51	11.6
Chesterfield	823	56	14.6
Clarendon	710	51	13.9
Colleton	1,351	82	16.4
Darlington	649	45	14.4
Dorchester	564	35	16.1
Edgefield	715	56	12.7
Fairfield	776	48	16.1
Florence	630	58	10.8
Georgetown	827	31	26.6
Greenville	745	124	6.0
Greenwood	495	45	11.0

County	Land Area	White Rural Area of Schools, 1902	Average White District, 1902
Hampton	936	62	15.0
Horry	1,075	102	10.5
Kershaw	705	58	12.1
Lancaster	501	56	8.9
Laurens	684	63	10.8
Lexington	885	69	12.8
Marion	993	75	13.2
Marlboro	509	38	13.3
Newberry	594	55	10.8
Oconee	641	70	9.1
Orangeburg	1,345	89	15.1
Pickens	531	53	10.0
Richland	605	43	14.0
Saluda	438	45	9.7
Spartanburg	762	142	5.3
Sumter	860	83	10.3
Union	495	49	10.1
Williamsburg	991	97	10.2
York	669	86	7.7
Total	30,170	2,387	12.6

One-Teacher Schools.

We are suffering in some localities with too many schools. The impression prevails among the people that a school must be located wherever twenty-five pupils can be collected. This impression has led to the establishment of some unnecessary schools. Another impression, which is a serious hindrance to the proper consolidation of the schools, is that one teacher can very reasonably be expected to do good work in a school containing not more than twenty-five to thirty pupils. The teacher's work is estimated solely upon the number of pupils enrolled, and the number of grades is not taken into consideration at all.

No radical improvement can be made in our rural schools except by a judicious consolidation of two or more weak schools into one strong one, and the employment of more teachers which this consolidation will make possible. When the masses of the people realize that the same two teachers can do double work if their schools are thrown together, then they will be ready and willing for any reasonable plan of consolidation. They do not yet thoroughly realize that this is a fact. — Co. Supt. R. E. NICHOLSON, Anderson County.

Consolidation in Anderson.

Hall township, Anderson County, South Carolina, now has five schools for white children, with an average attendance of 15 to 45 children in each school. There are five to eight grades in each school, with only one teacher. Instead of the five schools, it is proposed to establish two graded schools, which will have an average attendance of more than 100 pupils each. The children who live more than two miles from the new school houses will be transported to and from school each day during the term. The *Anderson Daily Mail* says that the school trustees have been moved to take this step because they desired better public schools and better school facilities, declaring that many of the people are leaving the farms in that section and moving to town in order to educate their children. This is one of the first instances of consolidation in South Carolina.

Does Consolidation Pay?

During 1902, three school districts in Mangum township, Durham County, North Carolina, were consolidated into one district, with the following results:

1. Salary of teachers before consolidation:
 1. Salary of teacher in District 1, \$35 per month.
 2. Salary of teacher in District 2, \$35 per month.
 3. Salary of teacher in District 3, \$35 per month.

II. Length of term before consolidation:

1. Term in District 1, 6 months.
2. Term in District 2, 6 months.
3. Term in District 3, 6 months.

III. Average daily attendance in districts before consolidation:

1. Average daily attendance in District 1, 15.
2. Average daily attendance in District 2, 16.
3. Average daily attendance in District 3, 24.

IV. Results of consolidation:

1. Total salary of two teachers, \$100 per month.
2. Length of term, 7 months.
3. Average daily attendance, 80 out of total enrollment of 113.
4. Greatly increased interest in public education; three poor school houses abandoned and one neat, comfortable house erected; a graded school.

Consolidation in Virginia.

"Consolidation of small schools into larger ones is not a fad, as some seem to regard it. I have been thinking and working on the problem for twenty years. Two causes led me to consider the question of consolidation: the decay of the old classical country high school, and the poor work done by the small country public school, which was driving all boys with an ambition for an education away from home to obtain that education.

"Rockingham County now has thirty graded schools, each school containing from two to ten teachers. We have begun to transport children to school in wagons, who live in the remote parts of the districts. We are tired of the miserable system that perpetuates the poor school house and prevents the children from getting a good education at home; at least, as much as a high school education."—Supt. G. H. HULVEY, Richmond Conference, May, 1903.

Consolidation in Florida.

"The district school must receive our attention, if the rush of the people from the country into the towns is to be stopped. This exodus will not stop until we make less the difference between the efficiency of the rural and the city school. But the place to begin to reform the rural school is with the county superintendent. He is the real fault against which to charge the failure of the rural schools. The county superintendent that would succeed must forget that he is to be re-elected. He must be a brave man, and willing to work for the future.

"In Duval County six years ago there were forty-five rural schools. It was resolved to consolidate these into fifteen schools. We have a law that makes it impossible to compel a child to walk more than one and a half miles to school. This necessarily meant that we must transport the pupils, if we carried out our consolidation plans.

"At present we have in operation seven of the proposed fifteen consolidated schools which are to take the place of the forty-five small rural schools of six years ago. We find that we save money by the consolidation plan, and in addition the plan enables us to have as good school for the country boy as the city boy of Jacksonville has. In the seven consolidated schools the term is eight months now; six years ago it was only five months. Truancy is unknown, and we have been enabled to provide ample equipment for the schools. This could never have been done, if the small schools had been maintained."—Supt. G. P. GLENN, Richmond Conference, May, 1903.

Advantages of Consolidation.

Mr. A. W. Edson, of the Massachusetts Board of Education, summarizes the advantages of consolidation thus:

(1) It permits a better grading of the schools and classification of pupils. The pupils can thus be placed where they can work to the best advantage; the various subjects of study can be more wisely selected and correlated and more time can be given to recitation.

(2) It affords an opportunity for thorough work in special branches such as drawing, music, and nature study. It also allows an enrichment of the course in other lines, giving a chance, for example, for the introduction of some agricultural instruction.

(3) It leads the way to more weeks of schooling and a higher grade of instruction.

(4) It ensures the employment and retention of better teachers.

(5) It makes the work of school supervisors far more effective.

(6) It adds the stimulating influence of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training thus obtained are invaluable.

(7) It affords the broader companionship and culture that come from association.

(8) It results in a better attendance of pupils.

(9) It leads to better school buildings, better equipment, a larger supply of books, charts, maps, and apparatus. The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

(10) It quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town (township).

"The consolidation of rural schools, now authorized in twenty states, is giving better buildings and better teaching, better supervision, larger attendance, at less expense; and, by affording a center for the intellectual and social life of widened neighborhoods, is enriching rural life and keeping the prosperous farmer on the farm."—PRESIDENT WILLIAM DEWITT HYDE, Bowdoin College, 1903.

SALARIES OF COUNTY SUPERINTENDENTS.

Section 1197 of the Public Laws of South Carolina reads: That the County Superintendents of Education of the various Counties of the State shall receive annual salaries as follows: Abbeville, \$600; Aiken, \$600; Anderson, \$750; Bamberg, \$500; Barnwell, \$500; Beaufort, \$400; Chester, \$600; Berkeley, \$300; Charleston, \$700; Chesterfield, \$400; Cherokee, \$400; Clarendon, \$625; Colleton, \$500; Darlington, \$600; Dorchester, \$300; Edgefield, \$500; Fairfield, \$500; Florence, \$650; Georgetown, \$500; Greenville, \$600; Greenwood, \$600; Hampton, \$450; Horry, \$300; Kershaw, \$500; Lancaster, \$500; Laurens, \$600; Lexington, \$600; Lee, \$500; Marion, \$800; Marlboro, \$600; Newberry, \$650; Oconee, \$500; Orangeburg, \$750; Pickens, \$500; Richland, \$1,200; Saluda, \$450; Spartanburg, \$1,000; Sumter, \$800; Union, \$500; Williamsburg, \$600; York, \$700.

SEC. 1198. In Chester, Lexington, Union and York Counties, they shall receive annually, in addition to the salaries mentioned in the last section, one hundred dollars, and in Laurens County, fifty dollars, for traveling expenses; and in every other County of the State they shall receive annually in addition to their salaries such sum as may be necessary to pay the actual expenses incurred by them in attending meetings called for the purpose of advancing educational interests, and for the purpose of visiting schools in other Counties in order to become familiar with their management and mode of teaching.

Salaries of Town and County Superintendents, 1902.

County	City Supt.	No. of City Teachers	County Supt.	No. of County Teachers
Abbeville	\$1,000 00	19	\$ 600 00	178
Aiken	1,000 00	7	600 00	191
Anderson	1,360 00	25	750 00	208
Bamberg	607 50	6	500 00	77
Denmark	1,000 00	8	.....	...
Barnwell	900 00	9	500 00	147

County	City Supt.	No. of City Teachers	County Supt.	No. of County Teachers
Beaufort	900 00	10	400 00	...
Bennettsville	1,000 00	7	600 00	105
Camden	1,000 00	14	500 00	119
Charleston	2,000 00	101	700 00	188
Chester	1,400 00	16	600 00	107
Columbia	1,300 00	39	1,200 00	131
Conway	510 00	3	300 00	148
Darlington	1,200 00	13	600 00	124
Florence	1,000 00	14	650 00	121
Gaffney	675 00	14	400 00	106
Georgetown	900 00	6	500 00	86
Greenville	1,320 00	31	600 00	231
Greenwood	1,000 00	15	600 00	122
Kingstree	585 00	3	600 00	184
Lancaster	1,000 00	10	500 00	122
Laurens	900 00	11	600 00	165
Lexington	500 00	5	600 00	131
Manning	675 00	5	625 00	118
Marion	900 00	12	800 00	...
Newberry	1,000 00	15	650 00	138
Orangeburg	1,100 00	14	750 00	260
Rock Hill	1,000 00	15	700 00	202
Yorkville	720 00	6	.....	...
Spartanburg	1,400 00	32	1,000 00	287
Sumter	1,350 00	24	800 00	189
Union	900 00	19	500 00	116
Winnsboro	850 00	5	500 00	127
Walterboro	675 00	5	500 00	156

The above table shows that the city superintendents of South Carolina receive much larger salaries than the county superintendents of the counties in which the cities are situated, though the county superintendents have far more teachers to supervise and far more difficult supervision problems with which to contend. The cities are spending a much larger per cent. of their school funds for supervision than the counties are spending. In North Carolina, when the county school fund reaches \$15,000, the county board of education may employ a county superintendent at such salary as may seem reasonable and just. There is no limitation, and the superintendent need not be a resident of the county at the time of his election.

Why Expert Supervision?

The school interests must languish until each county system is provided with a capable directing head, a school man who knows his business and fearlessly does it. Almost every laborer, even the most skilled and conscientious, needs an inspector to spur him to his best efforts, to set a limit to his little neglects and procrastinations, to encourage him by intelligent appreciation of his attempts at improvement, to show him what to do and how to do it, and to bring him comfort and new hope and purpose. In only a few counties is this condition approximated, and there the school spirit, compared with that in some counties, is as light to darkness, though compared with what it ought to be, the condition of the schools is even there often most unsatisfactory. The system is fatally defective. The progressive county superintendents are handicapped by the prevailing disrepute of the office. The teachers will not readily look upon the county superintendents as qualified to give them helpful suggestions, or instruction. In many counties, the county teachers are like isolated workmen without an overseer, a condition of affairs that negatives all our pretence to have a State system of education. The economy of such management can not be defended. Its senselessness is most apparent. Ignorance, the greatest of all foes, can not be fought and overpowered without trained officers. — JOHN J. McMAHAN.

Teachers' Salaries.

The following table contains the total school fund of the several counties of South Carolina, the average amount teachers received during the year 1901-02, and the total amount paid teachers for 1901-02, each race given separately:

County	School Fund 1901-02	Average Amount Paid White Teachers for Year 1901-02	Average Amount Paid Colored Teachers for Year 1901-02	Total Amount Paid White Teachers 1901-02	Total Amount Paid Colored Teachers 1901-02
Abbeville	\$ 26,999 69	\$192 45	72 24	\$17,707 22	\$ 6,221 88
Aiken	31,662 30	161 19	78 67	16,603 15	6,923 04
Anderson	61,016 28	195 22	99 96	29,688 73	6,897 81
Bamberg	17,563 13	226 01	88 66	9,944 79	2,397 79
Barnwell	28,406 88	196 00	75 27	16,072 58	4,889 60
Berkeley	17,041 32	150 71	56 26	9,042 63	4,163 00
Charleston	131,306 64	486 12	210 01	67,085 50	10,545 66
Cherokee	23,287 98	183 13	97 88	13,551 73	3,132 25
Chester	40,471 46	224 70	79 94	14,387 00	4,237 25
Chesterfield	17,784 27	126 11	55 83	8,323 85	1,675 00
Clarendon	20,743 40	174 88	67 53	11,192 46	4,119 00
Colleton	22,045 39	148 93	55 34	14,148 90	3,375 92
Darlington	29,238 16	191 12	116 16	18,076 03	7,118 29
Dorchester	10,277 19	146 98	67 93	6,761 32	2,106 00
Edgefield	17,131 44	128 09	20 12	10,887 90	3,932 15
Fairfield	23,770 24	243 34	53 16	14,114 26	3,668 10
Florence	26,222 97	205 67	94 93	15,425 94	4,366 84
Georgetown	16,757 61	204 56	115 91	7,364 25	5,795 62
Greenville	47,259 25	171 22	95 19	27,395 73	6,758 57
Greenwood	24,138 86	233 40	90 33	14,938 23	5,600 40
Hampton	17,590 75	144 29	62 09	10,100 89	3,539 50
Horry	15,662 82	94 49	63 01	10,489 32	2,331 67
Kershaw	22,483 56	195 73	74 94	12,918 81	3,972 03
Lancaster	17,981 15	162 32	62 18	11,525 16	3,171 51
Laurens	34,925 31	223 37	74 20	19,880 02	5,639 45
Lexington	21,930 12	171 77	48 38	14,085 60	2,370 72
Marlboro	20,331 32	204 81	70 25	12,484 00	3,091 00
Newberry	29,646 72	230 79	87 94	17,309 27	5,540 29
Oconee	30,024 66	165 36	59 39	12,898 83	2,078 75
Orangeburg	51,228 37	229 16	75 92	31,166 29	9,415 15
Pickens	20,304 27	147 72	64 94	9,897 62	1,688 53
Richland	50,553 25	314 91	156 27	23,933 74	8,595 34
Saluda	13,589 26	130 42	49 22	7,955 72	2,411 95
Spartanburg	77,290 26	239 81	51 89	37,651 57	7,527 75
Sumter	42,760 43	230 15	88 08	24,396 66	7,310 76
Union	20,597 15	185 13	88 57	13,700 00	3,720 00
Williamsburg	23,903 29	104 30	65 63	11,265 08	4,988 05
York	40,262 10	180 36	73 11	21,462 70	6,068 10

The average annual salary of a white public school teacher in South Carolina during the year 1901-1902 was \$195.28; negro teachers received \$79.41. The figures include both city and country teachers. Leaving out the city and special levy district teachers the purely rural school teacher receives a much less sum than the figures given above.

The only way to better the schools is to better the teaching done in the schools. The only way to better the teaching done in the schools is to provide more money with which to secure better teachers and then to place a competent supervisor in charge of the teachers of each county to lead and to direct them.

The average salary of a public school teacher in the United States last year was about \$350.

The Greatest Need.

The most pressing need of the rural schools, in my opinion, is some more satisfactory method of supervision. The annual or semi-annual visits of the county superintendent are nothing more than a farce so far as supervision goes, and in the larger counties he can not get around often.

A division of the schools into seven or eight groups, with an experienced teacher in charge of each group as a kind of traveling principal, would probably be an improvement on the present plan. With the teachers in each group subject to the supervision of a "group principal," and these principals in turn subject to the supervision of a capable county superintendent, we could get a uniformity in grading, classification and course of study, which is impossible under existing arrangements. The salary of the principal could be paid promptly by the schools in his group, without any appreciable reduction in the length of term, and the good results obtained would certainly more than justify the necessary expenditure.

—JOHN E. CARROLL, County Superintendent of York County.

WOMAN'S WORK.

Mrs. Patterson Explains Briefly the Educational Work of the South Carolina Federation. Other Work.

"The South Carolina Federation of Women's Clubs is much interested in educational progress. Besides several Free Kindergartens maintained by Clubs the Federation has been so fortunate as to secure from schools and colleges sixty-one scholarships to be awarded to applicants standing competitive examinations before a local committee in each town. Five of these scholarships are each worth \$100, one is worth \$50, and all give free tuition.

"The S. C. F. W. C. also has more than sixty traveling libraries, each consisting of fifty to seventy-five well-selected books. The railroads have generously agreed to transport these libraries free of charge. They are sent to rural communities and to towns and villages having no permanent library. Their educational value can hardly be overestimated.

"At our recent convention a committee was appointed to examine the conditions and report on the needs of county schools, while another committee will report a plan for establishing a Boys' Industrial School, where orphans, vagrants, or wayward boys may be trained."—MRS. MARTHA ORR PATTERSON, Greenville, S. C., July, 1903.

Scholarships.

"We began our educational work when the Federation was first organized. With the exception of the very first year this department has been in the hands of my sister and myself.

"The work began in 1898, and our sixty-one scholarships have been secured through the personal appeals of our officers and of individual clubs. Our work is now in close touch with the various colleges and college presidents of the State.

"Up to date we have given five girls the benefit of kindergarten normal training. We now have one young lady at Oread and two at Winthrop. We have five scholarships at Converse College, two at Greenville Female College, one at Chicora College, and one at the Columbia College for Women.

"We have more applicants for scholarships than we have scholarships to offer."—MISS LOUISA B. POPPENHEIM, Charleston, July 20, 1903.

Traveling Libraries.

The South Carolina Federation of Women's Clubs has sixty-four traveling libraries, which circulate in almost every county in the State. The railroads transport these libraries free of charge. The Federation began this work in 1898.

Free Kindergartens.

The South Carolina Federation of Women's Clubs, through itself and the social forces which it has put into service, now maintains free kindergartens in the following South Carolina cities: Greenville, Chester, Rock Hill, Columbia, and Charleston. All these cities have one free kindergarten, except Charleston, which now has two. The movement began in 1888.

The Woman's Association.

In the spring of 1902 President Johnson, of Winthrop College, became much interested in the work of improving the country schools of South Carolina. Believing that the women of the State could do much toward improving existing conditions in rural communities he called to his assistance the 1902 Senior Class of Winthrop College. He laid before them his plan of improving the buildings and grounds of the rural schools. The young women decided that, as there was strength in union and in systematizing their efforts along that line, the best thing for them to do was to organize.

The members of this class met and discussed ways and means for organization and work. As nearly all the graduates of Winthrop College teach in the public schools, and many of them in country public schools, their influence is widespread.

Finally, in one of the class-rooms of Winthrop College thirty-three young women, by signing their names to a document, pledged their support to the improvement of the buildings and grounds of rural schools in South Carolina. In order that they might do better and more effective work, officers were elected by these young women. Miss Frances Whitmire, of Greenville, was made president; Miss Allie Belle Beck, of Anderson, first vice-president; Miss Sallie McCutchen, of Sumter, second vice-president; and Miss Madge Fort, of Marion, secretary and treasurer. A constitution was adopted and women all over the State were urged to band themselves together in like manner. Such was the origin and organization of the association. The work thus begun has spread and the good accomplished can not be estimated. At once, women in all parts of the State wrote for information and literature, and many associations have been formed in the towns and country communities. All are working for the one grand aim to give the children in the country better advantages in the way of buildings and grounds, thus brightening their environment and developing in their young hearts a love for the beautiful.

Winthrop students have shown their efficiency in all lines of school work. This part of it is important, and the very atmosphere of a school-room presided over by one of the members of this association breathes better and higher things. The pictures, the grounds, the flowers, and the general appearance, even under adverse circumstances, tell of the effective work being done. And who can measure the results?

This summer Miss Frances Whitmire, the president, urged upon the members of the Alumnae Association the importance of extending the work, and asked their co-operation as well as that of all women in South Carolina, who wish the schools to mean something in the advancement of the State. Misses Mary Shelor, Leila Russell, and Frances Whitmire have been actually going to the schools this past summer urging upon the parents and children the importance of education, the possibilities of country children, and in many ways trying to help the teachers and the children secure better advantages, under existing circumstances. In every community visited, the work the mothers can do is emphasized and branch associations are organized. After an explanation of the object, the ladies of each community always seem anxious to organize and pledge their support. With an enthusiastic teacher and mothers interested in the work there is no reason why our schools can not in a few years be second to none in our fair Southland.

Here is a description of the actual organization of one of these associations in a community which, though interested in schools, thought heretofore that its duty was done when the children were sent to school and the teacher paid her salary.

After a talk to the patrons and children the mothers were asked to remain a few moments to discuss the question of their duty to the school. They were

told what they could do, what was actually needed to be done, and then asked to organize with one object in view — to give to their children more pleasant school surroundings. Officers were elected, committees appointed, time of meetings arranged, and general scope of the work discussed.

A chair was needed for the teacher, a shade for a window, a dipper, a broom, and other things which count for comfort in a school-room. Then the possibilities of shrubbery and flowers in the yard were discussed.

And what a revelation! A few days later the teacher told of the improvements. The next day after the meeting the boys brought tools to clear away the weeds, the girls brought pictures for the walls, flowers for the teacher's desk, and, best of all, hearts alive to the beautiful, the pure, the good.

Each of these organizations can adopt a constitution suited to its own needs and conditions. They are all, however, planned along the same general lines. It is hoped that we can keep in touch with these organizations, send them literature and help in many ways. In most of them no dues are imposed; but the men can join only by the payment of one dollar. Such financial aid is needed and can be easily secured in most communities. — MISS FRANCES WHITMIRE, White Horse, August 21, 1903.

Oconee County Association.

"Oconee Rural School Improvement Association is composed of county officers, teachers, ministers, and all who are interested in upbuilding the rural schools of Oconee County. The officers are: Mr. David F. Nicholson, president, Walhalla; Mr. Henry P. Boggs, secretary, Seneca; Miss Mary R. Shelor, corresponding secretary, Westminster; Miss Betty Smith, treasurer, Seneca.

"The Association meets four times a year, at places where invitation is extended. The next meeting will be held at Westminster, October 16. Since November we have had three very fine meetings. Addresses were made by Dr. Henry Louis Smith, of Davidson College; Dr. Pell, of Converse; Hon. O. B. Martin, State Superintendent; General Walker, Professor Morrison, of Clemson, and others.

"In Oconee, seven schools have 'Old Glory' flags presented by the *Youth's Companion*, for efforts made at improvement. Seventeen have pictures given by the same paper. Two rural schools and two town schools have libraries. Eight traveling libraries are now in operation and four schools are collecting books for libraries. Ten societies have been formed in the schools for the betterment of the buildings and grounds. Among them are Pickens, Robertson, and Brown, societies named for noted men born in Oconee County.

"Bear Swamp School, near Walhalla, has the best improved school house in Oconee. The building is small but neat and new, with blinds, patent desks, charts, globes, maps, flags, historical pictures, encyclopedia, and a fine library of two hundred volumes.

"White Rock School celebrated its semi-centennial two years ago by asking the old pupils to give a book or some money for a library. This school received the first honor prize from the *Youth's Companion*. The flag was the first 'Old Glory' to float over any public building in Oconee. This school owns a house and lot for the teacher's use, rent free." — MISS MARY R. SHELOR, Westminster, August, 1903.

POPULATION AND ILLITERACY.

Tables Showing the Illiterate Population by Races and Counties. Illiterate Voters by Counties, Census 1900.

In 1900, the total white population of South Carolina 10 years of age and over was 404,860, of which 54,719, or 13.5 per cent., was illiterate. The total negro population 10 years of age and over was 537,542, of which 283,940, or 52.8 per cent., was illiterate.

The total white population of South Carolina in 1900 was 557,807; the total negro population was 782,321; the total Indian population was 121, and the Mongolian population was 67, making a total population of 1,340,316.

County	White Population, 1900	White Illiterates, 10 years old and over, 1900	Negro Population, 1900	Negro Illiterates, 10 years old and over, 1900	Total Illiterate Population, 1900
Abbeville	11,331	620	22,069	8,773	9,402
Aiken	17,388	1,687	21,640	7,909	9,596
Anderson	32,232	3,369	23,496	7,971	11,340
Bamberg	5,658	246	11,638	3,996	4,242
Barnwell	10,088	735	25,416	10,274	11,009
Beaufort	3,349	320	32,137	11,826	12,146
Berkeley	6,481	536	23,973	9,756	10,292
Charleston	27,647	387	30,922	19,953	19,440
Cherokee	13,952	1,915	7,396	2,475	4,390
Chester	9,243	437	19,372	8,247	8,684
Chesterfield	12,256	2,505	8,145	2,975	5,480
Clarendon	8,033	630	20,151	6,483	7,113
Colleton	11,187	1,131	22,265	10,252	11,383
Darlington	13,083	1,826	19,304	7,002	8,828
Dorchester	6,202	436	10,089	3,670	4,106
Edgefield	7,347	235	18,131	7,128	7,363
Fairfield	7,050	333	22,375	9,063	9,396
Florence	11,819	1,141	16,654	5,860	7,001
Georgetown	5,336	766	17,507	8,059	8,825
Greenville	33,999	3,454	19,488	6,285	9,739
Greenwood	9,437	363	18,906	6,700	7,063
Hampton	8,236	568	15,502	5,930	6,408
Horry	17,042	2,916	6,320	2,413	5,329
Kershaw	10,002	959	14,693	5,401	6,360
Lancaster	12,201	1,296	12,110	4,622	5,918
Laurens	15,205	930	22,177	8,118	9,048
Lexington	16,961	1,087	10,303	3,412	4,499
Marion	16,992	2,251	18,160	6,339	8,590
Marlboro	11,226	1,733	16,413	6,269	8,002
Newberry	10,351	298	19,831	7,600	7,898
Oconee	17,530	2,388	6,104	1,890	4,278
Orangeburg	18,220	899	41,442	13,329	14,228
Pickens	14,574	2,171	4,801	1,765	3,936
Richland	17,513	1,276	28,070	8,869	10,145
Saluda	8,819	553	10,147	3,902	4,455
Spartanburg	44,391	6,306	21,167	7,421	13,727
Sumter	12,881	830	38,353	11,480	12,310
Union	10,943	1,642	14,558	5,048	6,690
Williamsburg	11,818	1,717	19,867	8,085	9,802
York	19,784	1,818	21,839	8,290	10,108
Totals	557,807	54,719	782,321	283,940	338,650

Illiterate Voters.

	Native White Voters, 1900.			Negro Males, 21 years old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Abbeville	2,421	191	2,612	1,723	2,483	4,206
Aiken	3,648	542	4,190	2,025	2,482	4,507
Anderson	5,919	896	6,815	2,104	2,523	4,627
Bamberg	1,227	88	1,315	1,113	1,001	2,114
Barnwell	2,255	223	2,478	2,091	2,876	4,967
Beaufort	809	118	927	3,434	3,746	7,180
Berkeley	1,344	185	1,529	1,802	2,748	4,550
Charleston	6,160	70	6,230	8,286	5,800	14,186
Cherokee	2,556	493	3,049	667	731	1,398

	Native White Voters, 1900.			Negro Males, 21 years old, 1900.		
	Literate	Illiterate	Total	Literate	Illiterate	Total
Chester	2,061	140	2,201	1,224	2,363	3,587
Chesterfield	1,973	701	2,674	609	826	1,435
Clarendon	1,656	209	1,865	1,765	1,914	3,679
Colleton	2,185	299	2,484	1,592	2,897	4,489
Darlington	2,556	603	3,159	1,499	2,105	3,604
Dorchester	1,282	156	1,438	885	1,069	1,954
Edgefield	1,693	102	1,800	1,223	2,146	3,369
Fairfield	1,537	100	1,637	1,385	2,545	3,930
Florence	2,405	366	2,771	1,400	1,550	2,950
Georgetown	1,102	184	1,286	1,408	2,198	3,606
Greenville	6,755	969	7,724	1,900	2,051	3,951
Greenwood	2,123	123	2,246	1,506	2,113	3,709
Hampton	1,600	165	1,855	1,185	1,743	2,928
Horry	2,786	751	3,537	475	564	1,039
Kershaw	2,011	304	2,315	1,204	1,483	2,687
Lancaster	2,214	360	2,574	936	1,311	2,247
Laurens	3,219	315	3,534	1,584	2,731	4,315
Lexington	3,668	332	4,000	1,053	1,671	2,124
Marion	3,210	645	3,855	1,542	1,635	3,177
Marlboro	2,164	441	2,605	1,198	1,776	2,974
Newberry	2,364	104	2,468	1,507	2,442	3,949
Oconee	2,994	707	3,701	616	585	1,201
Orangeburg	3,958	303	4,261	4,057	3,914	7,971
Pickens	2,497	689	3,186	464	534	998
Richland	4,368	315	4,683	3,248	2,763	6,011
Saluda	1,827	182	2,008	673	1,224	1,897
Spartanburg	8,124	1,646	9,770	1,879	2,373	4,252
Sumter	2,881	281	3,162	3,625	3,402	7,027
Union	2,129	418	2,547	1,195	1,530	2,725
Williamsburg	2,108	510	2,618	1,250	1,873	3,133
York	3,801	485	4,286	1,669	2,473	4,142
Totals	111,685	15,711	127,396	69,201	83,594	152,795

South Carolina, in 1900, had 127,396 native white voters, of whom 15,711 were illiterate, or 12.3 per cent. The counties of Horry, Pickens, and Chesterfield had more than 20 native white illiterate voters out of every 100 native white voters.

SCHOOL LIBRARIES.

The School Library Laws of North Carolina and Connecticut. Results of Law in North Carolina. Reasons for the Establishment of Libraries.

The N. C. Rural Library Law. Some Results.

"Whenever the patrons and friends of any free public school shall raise by private subscription and tender to the county superintendent of schools, for the establishment of a library to be connected with said school, the sum of ten dollars, the county board of education shall appropriate from the money belonging to that school district asking for the library, the sum of ten dollars for this purpose, and shall appoint one intelligent person in the school district the manager of said library. The county board of education shall also appoint one competent person, well versed in books, to select the books for such libraries as may be established under the provisions of this act.

"As soon as the county board of education of any county shall have made an appropriation for a library in the manner prescribed, the county superintendent of schools shall inform the secretary of the State board of education of the fact, whereupon the said State board of education shall remit the county superintendent

of schools the sum of ten dollars for the purchase of books for the said library. Upon receipt of this money, the county superintendent of schools shall turn over to the person appointed to select books, the amounts secured by private subscription, by appropriation from the county board of education, and by appropriation from the State board of education."

The above Act also provided that the sum to be thus expended by the State be limited to \$5,000, and that the number of libraries be limited to six in each county. In one year after the passage of the Act 355 libraries were established, in 78 of the 96 counties of the State, at an expenditure of \$3,550 by the State and \$7,100 by the counties and local communities, making a total expenditure of \$10,650. On September 1, 1903, nearly 450 rural libraries had been established.

The legislature of 1903 appropriated \$5,000 for six additional libraries in each county and added \$2,500 with which to buy additional books for the 355 libraries already established. The \$2,500 already appropriated for replenishing the old libraries will be expended as follows: The local community raises \$5, the county board of education then gives \$5 more, and the State adds \$5, making a net sum of \$15, with which to add books to the already established libraries.

Each rural library must be conducted under rules and regulations prescribed by the state superintendent of public instruction. This prevents loss of books and the destruction of the library. The North Carolina Literary and Historical Society has been a potent factor in bringing about the passage of the law and in securing the establishment of libraries.

Connecticut School Library Law.

SEC. 2218. The Treasurer of the State, upon the order of the secretary of the State Board of Education, shall pay ten dollars to every school district, and to every town maintaining a high school, which shall raise by tax or otherwise a like sum for the same purpose, to establish within such district, or for the use of such high school, a school library composed of books of reference, and other books to be used in connection with school work, and to procure maps, globes, or any proper philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order, to every such district or town which has raised a like sum for the current year for maintaining or replenishing such library or apparatus. And if the number of scholars in actual attendance in any such district or high school exceeds one hundred, the Treasurer shall pay ten dollars in the first instance, and five dollars annually thereafter, for every one hundred or fractional part of a hundred scholars in excess of the first hundred. The expense incurred by any district in accordance with the provisions of this section may be reckoned among its incidental expenses, and be defrayed in the manner provided in this title for such incidental expenses.

SEC. 2219. The selection of all books and apparatus to be purchased shall be made or approved by the board of school visitors; which shall also prescribe the rules for their management, use, and safekeeping.

(CHAPTER XVII, ACTS OF 1889.)

SECTION 1. The joint board of selectmen and school visitors in each town shall have power to appropriate money for the purchase of books and apparatus to be used in the public schools of the town. The money thus appropriated shall be expended by a committee on libraries and apparatus, which shall be annually appointed by the school visitors, to whom the treasurer of the town shall pay such money upon the written order of such committee. The Treasurer of the State, upon the order of the secretary of the State Board of Education, shall annually pay the said committee five dollars for every public school within said town, and if the number of scholars in any public school within the town exceeds one hundred, the treasurer shall annually pay to said committee five dollars for every one hundred scholars and fractional part of one hundred scholars in actual attendance at such school; *provided, however*, that no greater amount shall be paid to such committee by the State than is paid during the same year by the town for the same purpose; *and provided further*, that any amount paid by the State under Section 2218 to any district or for any high school within said town shall be deducted from the amount payable under this Act. The books and apparatus

purchased under the provisions of this Act shall be and remain the property of the town, and under the care and control of the said committee on libraries and apparatus.

One western library has a rest-room for farmers' wives. If I were opening a new town library I should send letters to the ministers of the little outlying churches, asking them to speak of the library to their parishioners, and invite them to come in and rest when they are in town. You sometimes get your best readers from lonely farmhouses. — CAROLINE M. HEWINS, Secretary Connecticut Library Committee.

Two towns lie side by side in the Connecticut hills. In one, where there is no free library, the school houses are of the familiar old district pattern, with worn paint, shutters flapping on one hinge, and desks hacked with jackknives. In the other, which has had a public library for several years, they are neat and trim, with flowers in front, and maps and pictures on the walls. In the first the children are droning from their tattered second and third readers. In the second they are reading with expression and eager interest from books of fairy tales, or when geography hour comes, from the Seven Little Sisters. — CAROLINE M. HEWINS, Secretary Connecticut Library Committee.

Solution: Rural School Libraries.

The following letter was recently written the editor of the *Progressive Farmer*, Raleigh, N. C., by a young North Carolina preacher, and gives the best reason for establishing rural school libraries we have seen: "In this age of practical ideas we need more ministering to the spiritual side of man. By 'spiritual' I do not mean 'religious' exactly, but man's 'upper side,' whether religious, moral or æsthetic. I was reared in the country, and was many a time hungry for communion with some great soul. I look around my library now sometimes and wish I could scatter some of its rich contents into the lonely homes where sensitive young souls are starving for the bread of the higher life. I congratulate you on your opportunity to do what I would rejoice in doing myself. Noble poems and choice prose from master writers do more to stimulate education than any number of dry didactic articles on that subject. High ideals and exalted visions put men to climbing sooner than any amount of sober and well-meant exhortation."

LOCAL TAXATION.

Its Necessity. Local Taxation Laws. Special Districts. Sources of the School Funds of the Country. Extent of Local Taxation in South Carolina. Comparisons.

In its declaration the Educational Conference held at Columbia on April 11, 1903, said that universal popular education is absolutely necessary for the true solution of those problems which will ever confront popular government. That conference also declared that the average school term in South Carolina is only 88 days and that the average monthly salary of teachers is only \$31.25. The same body of educational leaders invoked the aid of the pulpit and the press in bettering educational conditions, and declared that local supplementary taxation is necessary "alike to the moral and financial support of efficient public schools."

Local Taxation Laws.

SEC. 1205. The County Board of Education shall divide their counties into convenient school districts, as compact in form as practicable, having regard to natural boundaries, and not to exceed forty-nine nor be less than nine square miles in area, and shall alter the lines thereof, and create additional school districts from time to time as the interests of the schools may in their judgment demand; *provided*, that no new school district shall be erected by said County Board of Education except upon petition of at least one-third of the qualified electors embraced within the limits of such proposed school district; *provided, further*,

that no school district shall be consolidated except upon a petition of at least one-third of the qualified voters of the school district proposed to be consolidated.

Sec. 1208. The voters or electors of any school district, who return real or personal property for taxation, are authorized to levy and collect an annual tax, to supplement any special or other constitutional or other tax for like purposes, in the following manner: upon the written petition or request of at least one-third of the resident electors and a like proportion of the resident free-holders of the age of twenty-one years, being filed with the County Board of Education, asking for the same and stating the rate of tax levy proposed, which shall not exceed four mills. The said County Board of Education shall order the Board of Trustees of said school district to hold an election at some place within the district, at any time prior to the first day of June in any fiscal year, after giving notice of the time and place thereof for at least two weeks in some newspaper published within the county, and by posting notice thereof in at least three public places within such school district for such length of time, unless there be no newspaper published within the county, in which event the posting of the notices as above shall suffice. At which said election only such electors as return real or personal property for taxation, and who exhibit their tax receipts and registration certificates as required in general elections, shall be allowed to vote. At said election the Board of Trustees shall act as managers, and the election shall be conducted as is provided by law for the conduct of general elections. At said election each elector favoring the proposed levy shall cast a ballot containing the word "Yes," printed or written thereon, and each elector opposed to said levy shall cast a ballot containing the word "No," printed or written thereon.

The School Revenues of the Several States for 1901, and the Sources from which they were Derived.

	Per Cent. from Permanent Funds and Rents	Per Cent. from State Taxes	Per Cent. from Local Taxes	Per Cent. from other Sources
Maine	2.0	30.6	67.4	0.0
New Hampshire (1899-1900)	1.4	5.0	89.0	4.6
Vermont (1899-1900)	5.8	9.9	74.6	9.7
Massachusetts	1.1	0.8	97.2	0.9
Rhode Island	1.0	8.6	85.8	4.6
Connecticut	5.0	10.5	82.0	2.5
New York	0.7	9.1	68.8	21.4
New Jersey	3.0	35.7	60.7	0.6
Pennsylvania	0.0	20.1	59.2	20.7
Delaware (1899-1900)	28.8	22.0	43.1	6.1
Maryland	2.1	27.5	63.9	6.5
District of Columbia.....	0.0	0.0	100.0	0.0
Virginia (1898-1899)	2.4	48.0	46.9	2.7
West Virginia (1899-1900).....	2.4	17.1	74.1	6.4
North Carolina	0.0	85.2	1.4	13.4
South Carolina	0.0	70.1	14.7	15.2
Georgia	10.5	51.6	21.1	16.8
Florida	4.6	13.3	78.0	4.1
Kentucky .....	...	61.6	30.9	7.5
Tennessee (1899-1900)	7.2	84.5	...	8.3
Alabama (1899-1900)	13.6	68.7	...	17.7
Mississippi (1898-1899)	9.8	49.6	37.3	3.3
Louisiana	4.9	26.2	60.3	8.6
Texas	26.0	47.7	21.8	4.5
Arkansas	0.0	28.5	56.3	15.2
Oklahoma	0.0	18.1	61.8	20.1
Indian Territory	0.0	0.0	99.0	1.0
Ohio	1.7	12.5	79.8	6.0

	Per Cent from Permanent Funds and Rents	Per Cent, from State Taxes	Per Cent, from Local Taxes	Per Cent, from other Sources
Indiana	7.6	19.7	72.1	0.6
Illinois	4.1	5.0	87.4	3.5
Michigan	17.4	0.0	71.9	10.7
Wisconsin	2.7	10.2	76.5	10.6
Minnesota .....	...	21.3	64.6	14.1
Iowa	1.1	0.0	87.8	11.1
Missouri	8.8	10.5	75.3	5.4
North Dakota (1899-1900).....	30.7	0.0	63.6	5.7
South Dakota	17.7	0.0	77.7	4.6
Nebraska	11.5	4.4	61.8	22.3
Kansas	8.8	0.0	87.6	3.6
Montana	3.2	67.7	7.8	21.3
Wyoming (1899-1900)	14.8	0.0	76.5	8.7
Colorado	3.7	0.0	84.0	12.3
New Mexico (1899-1900)	0.0	91.5	8.5	0.0
Arizona .....	...	4.0	78.5	17.5
Utah	2.0	23.8	10.6	63.6
Nevada	59.8	0.0	40.2	0.0
Idaho (1899-1900)	7.3	33.1	47.3	12.3
Washington	6.1	37.2	49.1	7.6
Oregon	15.1	0.0	73.0	11.9
California	3.0	41.1	54.3	1.6
United States	4.2	16.4	68.6	10.8

—From Report U. S. Commissioner of Education, 1901.

Need of More Money.

One of the greatest needs respecting our educational facilities here in the South is more money. We must have it before we can ever hope to educate the great mass of our people. One of the best plans for obtaining more money is the levying of a special tax for the schools. There are at present ten school districts in my county that have a special levy of two mills, and I should be glad, indeed, if all school districts in the county would adopt this plan of advancing the educational interests of their respective schools. — COUNTY SUPERINTENDENT E. S. WERTS, Newberry.

Why Local Taxation?

"When the press is free and every man is able to read, all is safe." — THOMAS JEFFERSON.

"The taxation that goes for the upbuilding of the public schools is the very freedom and liberty of the people." — GOVERNOR CHARLES B. AYCOCK.

"We must have well-paid teachers and neat, comfortable and well-furnished school houses. How is this most desirable end to be attained? Something else is necessary besides the diminution of school houses, and I insist that one of the great *desiderata* in accomplishing this object and without which it can not probably be attained, is increased taxation — *local* taxation in addition to what the State furnishes." — PRESIDENT RICHARD McILWAIN.

"All the property of the commonwealth is pledged for the education of all its youth up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of all their social and civic duties. To rob the children of to-day, or those of the future, of the opportunity for an education is, then, the greatest crime of which the State can be guilty." — CHAS. W. DABNEY.

"It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. The savage pays no tax." — DR. CHARLES D. McIVER.

Local Taxation in South Carolina.

County	No. of Local Tax Districts	Amount Raised	County	No. of Local Tax Districts	Amount Raised
Abbeville	9	\$ 7,506 00	Greenwood	2	\$ 3,700 05
Aiken	1	14 73	Hampton	6	1,168 32
Anderson	4	5,621 69	Horry	1	700 00
Bamberg	16	4,630 65	Kershaw	11	5,940 30
Barnwell	25	13,817 00	Lancaster	5	3,142 75
Berkeley	8	1,265 93	Laurens	6	4,442 08
Charleston	1	17,247 82	Lexington	3	26 68
Cherokee	2	4,555 48	Marlboro	11	4,073 23
Chester	3	5,915 65	Newberry	9	4,420 00
Chesterfield	11	1,595 16	Oconee	9	419 55
Clarendon	8	3,227 18	Orangeburg	20	8,202 79
Colleton	5	1,589 10	Pickens	10	2,357 82
Darlington	18	7,463 28	Richland	1	8,239 60
Dorchester	3	643 05	Saluda	3	1,010 73
Edgefield	2	1,065 00	Spartanburg	10	9,410 62
Fairfield	7	2,493 85	Sumter	12	6,325 14
Florence	4	3,607 83	Union	4	5,104 75
Georgetown	1	2,494 05	Williamsburg	6	921 45
Greenville	8	9,404 03	York	7	4,850 20

Twenty-five of the above 272 districts did not report the amount raised. The total amount reported to have been raised by local taxation was \$161,546.69 for the year 1901-1902.

Some Comparisons.

LENGTH OF SCHOOL TERM IN THE SOUTH, 1901.

Tennessee, 96 days; Mississippi, 105; North Carolina, 78; Louisiana, 120; Arkansas, 84; Georgia, 112; Alabama, 78; Texas, 110; Virginia, 119; South Carolina, 86; Florida, 96.

LENGTH OF TERM ELSEWHERE.

Maine, 141 days; Missouri, 144; Washington, 148; Iowa, 158; Indiana, 152; Michigan, 160; Delaware, 160; Ohio, 165; New York, 175; California, 166; Massachusetts, 189.

Note.—The above figures are taken from Report of United States Commissioner of Education, 1901.

EXPENDITURE FOR EACH PUPIL ENROLLED, SOUTH.

Virginia, \$9.70; North Carolina, \$4.56; South Carolina, \$4.62; Georgia, \$6.68; Florida, \$10.25; Tennessee, \$5.17; Alabama, \$3.10; Mississippi, \$6.48; Louisiana, \$8.82; Texas, \$10.18; Arkansas, \$6.88.

EXPENDITURE FOR EACH PUPIL ENROLLED, ELSEWHERE.

Maine, \$17.80; Missouri, \$17.12; Washington, \$28.25; Iowa, \$23.65; Indiana, \$19.12; Michigan, \$22.21; Delaware, \$17.93; Ohio, \$23.33; New York, \$41.68; California, \$36.67; Massachusetts, \$38.21.

SCHOOL FUNDS RAISED FOR EACH ADULT MALE 21 YEARS OLD, SOUTH.

Virginia, \$4.56; North Carolina, \$2.65; South Carolina, \$3.37; Georgia, \$3.95; Florida, \$5.10; Tennessee, \$3.71; Alabama, \$2.66; Mississippi, \$4.00; Louisiana, \$3.70; Texas, \$6.35; Arkansas, \$4.66.

SCHOOL FUNDS RAISED FOR EACH ADULT MALE 21 YEARS OLD, ELSEWHERE.

Maine, \$8.02; Missouri, \$8.80; Washington, \$11.46; Iowa, \$14.84; Indiana, \$11.04; Michigan, \$11.35; Delaware, \$7.55; Ohio, \$11.63; New York, \$17.27; California, \$13.98; Massachusetts, \$16.53.

Churches and School Houses in the South.

State	Value of Churches, 1890.	Number	Average Value
Virginia	\$10,473,943	4,894	\$2,140
North Carolina	7,077,440	6,512	1,087
South Carolina	5,636,236	3,967	1,420
Georgia	8,228,060	7,008	1,174
Florida	2,424,423	1,793	1,352
Alabama	6,768,477	6,013	1,125
Mississippi	4,390,173	5,001	878
Louisiana	5,032,194	2,520	1,997
Texas	8,682,337	5,638	1,539
Arkansas	3,266,633	3,791	861
Tennessee	9,885,943	5,792	1,724

State	Value of School Houses, 1901	Number	Average Value
Virginia	\$ 3,336,166	7,218	\$ 462
North Carolina	1,466,770	7,264	183
South Carolina	990,000	4,918	201
Georgia	2,738,800	6,246	438
Florida	970,815	2,342	415
Tennessee	3,063,568	7,185	426
Alabama	1,500,000	7,058	214
Mississippi	1,636,055	6,687	259
Louisiana	2,450,060	3,302	742
Texas	9,166,550	10,811	838
Arkansas	2,616,537	5,254	498

State	Average Value School Houses, 1900	Average Value Churches, 1890
Virginia	\$462	\$2,140
North Carolina	183	1,087
South Carolina	201	1,420
Georgia	438	1,174
Florida	415	1,352
Alabama	214	1,125
Mississippi	259	878
Louisiana	742	1,997
Texas	838	1,539
Arkansas	498	861
Tennessee	426	1,724

A good school house is as essential to our future civilization as a good church house.

THE FIELD.**Interesting Educational News Happenings Throughout the South.**

On July 14 Hendersonville, North Carolina, voted \$6,000 worth of bonds for the purpose of building a public school house in that town.

At a public meeting held at Aurora, Beaufort County, North Carolina, July 10, Congressman John H. Small addressed the people on the subjects of consolidation, local taxation, and better school houses. The result was that the people agreed to raise \$1,200 by individual subscription with which to erect a school building for the district embracing Aurora and Sedalia. At the same meeting \$10 was raised for a rural library and an additional sum for a supplementary library. A petition asking the commissioners to order an election on the question

of local taxation was circulated and the special election will be held during this month. The consolidated district will contain a school population of nearly 175 children and the school will have three teachers during the next school year.

State Superintendent J. Y. Joyner, of North Carolina, has recently issued a printed list of books for rural libraries in that State. According to the school library law the State Superintendent is required to issue this list, from which all rural school library books must be selected. The list contains about 400 books on nature study, mythology, biography, travel, poetry, fiction, etc. The pamphlet containing the list of books also contains the North Carolina rural school library Act and the rules and regulations governing rural libraries which were formulated by the State Superintendent some time ago.

The County Board of Education, of Pasquotank County, North Carolina, recently consolidated three public schools in that county and has established a graded school at Elizabeth City. It also elected a county superintendent in July who will devote all of his time to the supervision of the public schools of that county.

The Pasquotank (N. C.) Board of Education at its meeting on the first Monday in July abolished the local school committee system and appointed a school committee for each township. Three white persons were appointed school committeemen for the white schools of each township, and three other white persons were appointed school committeemen for the colored schools of each township. This action reduces the number of school officers and will greatly lessen the problem of supervision of the public schools of that county.

The people of townships Nos. 1 and 2, of Cabarrus County, North Carolina, will raise \$550 for building two new school houses in those townships this fall.

The House of Representatives of the Georgia Legislature recently voted down the proposition to divide the public school funds of that State between the white and black races in proportion to the taxes paid by each. Governor Jennings, of Florida, recently vetoed a measure of the same import.

In Farmville township, Pitt County, North Carolina, four school districts have been consolidated into one, and the consolidated district voted favorably on the question of levying a local tax on August 7.

Madison County, North Carolina, has sixty school houses—fifty frame houses and ten log houses. Several schools were taught last year in churches. Five new school houses have been built during the past year. The board of education intends to erect several other new school houses during this summer and fall, securing part of the funds for that purpose from the State Permanent School House Loan Fund.

West Blocton, Alabama, on July 6 held an election and voted to issue \$2,000 worth of bonds for the purpose of building a school house in that town.

County Surveyor C. M. Miller, of Rowan County, North Carolina, has recently completed a map of Rowan County, showing the location of all the school districts and school houses. The board of education and the county commissioners jointly furnished the necessary funds for its compilation and publication.

The people of White Water, Bethsaida, and Zion Hill, of Laurens County, Georgia, have contributed enough money to pay the teachers of those districts their salaries an extra month during the coming school year. The school at Zion Hill is a negro school.

A committee was recently appointed by the school board of St. Charles Parish, Louisiana, to devise some plan by which to centralize and consolidate the schools of that parish so as to better their efficiency.

Superintendent W. H. Ragsdale, of Pitt County, North Carolina, declared in an address recently made at Raleigh, North Carolina, that one of his teachers last year induced the people of her school district to erect a new school building, to establish a school library, and otherwise greatly to improve educational conditions in the district.

The police jury of Assumption Parish on July 14, appropriated \$3,000 toward the erection of a new high school building at Assumption, Louisiana. The police jury also appropriated \$4,000 toward furnishing and repairing the school buildings of the parish.

On July 14 District No. 10, Granville County, North Carolina, voted a local tax for public schools. Several small schools have been consolidated during the past year and now form District No. 10, which is the first rural district in Granville County to vote an extra tax for public education.

Sabine Parish, Louisiana, in 1902, voted a special five mills school tax for ten years. The whole parish is included and the tax was collected the first time this year.

At the barbecue and educational rally held at Robeline, Louisiana, on July 11, a large amount was raised for a public school building, which was supplemented by \$500 advanced by the parish school board of Sabine. The new school building will be ready for occupancy September 15.

On the 7th of July the people of Oakdale district, Patterson township, Alamance County, North Carolina, voted to levy a local tax and establish a rural graded school in the Oakdale district.

Twenty-five school houses of modern design have been built within the last year in Guilford County, North Carolina. In Coomes' district a school building to cost \$1,250 will be erected in the near future.

The following North Carolina counties have county Associations for the Promotion of Better School Houses: Sampson, Henderson, Nash, New Hanover, Columbus, Wayne, Rockingham, Iredell, Wake, Surry, Forsythe, Cleveland, Wilson, Edgecombe, Randolph, Rowan, Alamance, Stanley, Guilford, Yadkin and Vance. Craven County has no association as yet, but has two local associations. Work has been done in Jones, Onslow, Dare, Johnson and other counties.

Casar school district, Cleveland County, North Carolina, on July 22 voted a local tax for better schools.

The St. Louis *Globe-Democrat* says that there are nineteen counties in Missouri in which the average pay of public school teachers is \$30 per month. It also says that there is one county in that State which pays its male teachers \$28.80 per month, and its female teachers \$23.90 per month. In another county the salary of male teachers is \$27.98 per month, and that of female teachers \$23.74.

The board of supervisors will levy this year an additional tax of ten mills in the Buchanan (Va.) school district.

A Lafayette (La.) dispatch reading as follows appeared in the New Orleans *Picayune* on July 31: "Four new model school houses are in contemplation; one near Scott, on two acres of land, donated by Alex Martin, to cost \$1,200; one at Duson, on the block donated by the Crowley-Rayne Development Company, and another at Bomeros, in the Fourth Ward. The Rayville and Comeaux schools will be consolidated and a first-class school house built near the town. The Broussard school, one of the finest and best-equipped in the parish, will be accorded four trained and experienced teachers. The schools in Carencro have shown marked improvement, and it is the intention of the board to stimulate the manifest liberality and progressive spirit of the citizens by placing a full corps of competent teachers in the schools, beside making all necessary appropriations for increased facilities. The special tax recently voted by the parish enables the authorities to raise the schools to a standard of efficiency. In this connection may be mentioned the general support and encouragement given the board by people generally in the way of sites, subscriptions for buildings and fitting up schools. An instance of public spirit is where Messrs. Alcide Judice and Simeon Begnard advanced the board \$1,200, without interest, for an indefinite period, to secure the immediate construction of a model school house at Scott."

The Alabama Legislature recently refused to cut off the annual appropriation it has been making to the Tuskegee Institute and Normal College, whose president is Booker T. Washington.

On August 25 a number of districts in Dare County, North Carolina, voted a local school tax. Dare County now has nineteen school districts and a local tax in all of them except one.

The board of supervisors of Pike County, Mississippi, recently levied a special school tax of two mills. This will enable the public schools of Pike County to continue for six months.

The little town of Ridgely, South Carolina, recently voted a three mills local tax for its public schools. The special levy will raise \$1,000 annually.

By a vote of 122 for to 34 against, the town of Ayden, North Carolina, on August 7, voted a special local tax for public schools.

Pharr's school, Gwinnett County, Georgia, has enrolled during the past year every child of school age in its public school. The enrollment was more than 100 and the average attendance more than 75 per cent. of the enrollment. There are two teachers in this rural school.

Recently the tenth and twelfth school districts of the Third Ward, Bienville Parish, Louisiana, voted a five mills local tax for public schools. The whole of the Sixth Ward of the same parish voted favorably on the question of levying a five mills tax, September 7.

Superintendent C. W. Massey, Durham County, North Carolina, says: "Since July 1, 1903, we have quietly and with little opposition consolidated eleven schools into five, reducing our schools in number from forty-nine to forty-three. Mangum school has raised \$150 by private subscription to supplement the public school fund. Nelson school has also supplemented its school fund by private subscription."

In one township in Franklin County, North Carolina, six schools have been consolidated into four. In another township six schools have been consolidated into three.

All the public school houses in New Hanover County, North Carolina, have recently been repaired and painted.

Wilson Mills, Kenly, and Benson, villages in Johnson County, North Carolina, have voted a local tax during the summer.

Jonesville, Yadkin County, North Carolina, recently voted a local school tax.

School districts 6, 7 and 8, Vance County, North Carolina, voted on August 18 in favor of a local school tax and also in favor of consolidating the schools of these three districts and establishing a graded school at Kittrell for that township.

Gatesville, Gates County, North Carolina, voted a local school tax during August.

Mebane, North Carolina, voted unanimously, August 12, for graded schools and a local tax.

The people of Florida, at the general election in 1904, will vote on the following amendment to the constitution of that State: "Each county will be required to assess and collect annually, for the support of public free schools therein, a tax of not less than three mills nor more than seven mills on the dollar on all taxable property in the same."

The County Board of Education of Mecklenburg, North Carolina, will establish a graded school at Huntersville, a small town near Charlotte. \$1,200 has been appropriated by the board for the purchase of the Huntersville high school building. A local tax election will soon be held in the Huntersville district with every indication that a favorable vote will be secured. A nine months school term for Huntersville district will be the outcome of the recent action of the board of education.

The State Board of Education of North Carolina recently adopted a textbook on elementary agriculture, and that subject will henceforth be taught in all the schools of that State.

Three school districts in Ruffin township, Rockingham County, North Carolina, voted a local tax for public schools on August 26.

The school board of Newton County, Georgia, is arranging to consolidate a number of country schools in that county and will try the experiment of hauling the children to school. If the experiment is satisfactory it will be extended over the entire county.

The average pay of public school teachers in the United States is a little less than \$350 a year.

Fentress township, Guilford County, North County, consisting of five school districts and the town of Gibsonville, voted a special school tax on September 9 of 30 cents on the hundred dollars valuation of property and 90 cents on the poll. The special tax will increase the school fund of Fentress township from \$600 to \$1,800. The increase in Gibsonville will be about \$800. That township will get \$1,000 from the Greensboro Board of School Improvement.

Special school tax elections were held in four wards (townships) in Winn parish, Louisiana, on September 11. The special tax elections were carried in all the four wards by large majorities.

The people of Georgia will vote on the following amendment to its State constitution relative to local taxation for schools: "Authority may be granted to counties, militia districts, school districts and to municipal corporations upon the recommendation of the corporate authority, to establish and maintain public schools in their respective limits by local taxation: but no such law shall take effect until the same shall have been submitted to a vote of the qualified voters in each county, militia district, school district or municipal corporation, and approved by two-thirds majority of the persons voting at such election, and the general assembly may prescribe who shall vote on such questions."

Wallace school district, Duplin County, North Carolina, recently voted a local tax for public schools.

The school board of Hampden District met at Abiline last Saturday and passed a resolution that no white teacher holding a second or third grade certificate would be considered in the applications for positions in that district. The board also passed a resolution that every first-grade teacher who has taught five years should be given \$40 a month instead of the maximum of \$35 as heretofore; those who have taught three years should receive \$35, and those beginning, \$30. The session in Hampden is to be seven months. The above action by the school board of Hampden is in the right direction and should be initiated by every other district in Prince Edward. — Farmville (Va.) *Herald*, September 4.

Two years ago Wesley Chapel district, Union County, North Carolina, voted a local school tax of 50 cents on each \$100 valuation of property and \$1 50 on each poll. This is a country district, with not even a village within five miles. So successful has been the school and so satisfactory have been the results that last year an adjoining district voted the same tax on itself and annexed itself to the Wesley Chapel district.

The Wichita Falls, Texas, club women last May raised \$300 to supplement the tax levied to furnish accommodations for the overcrowded schools of that town.

Four rural school districts in Orange County, North Carolina, have been consolidated into two districts and new school houses are to be built in the two new consolidated districts.

The present number of rural school libraries in North Carolina is 545; 478 of these libraries being established under the rural school library law of 1901, and 67 under the amended Act of 1903.

One thousand rural school libraries can now be established according to law, in North Carolina.

The parish superintendent of schools, Lafourche, Louisiana, recently reported: "There are six white schools that are being run with the proceeds of fairs and six more will be run from funds produced in a similar way after their regular session is completed. The problem of running the schools for a ten months session is solved in Lafourche parish by the giving of fairs by the patrons. Two colored school houses have been erected, one at an expense of fifteen hundred dollars, by the proceeds of entertainments. A number of school houses for white children have been built by entertainments of various kinds."

The school authorities of Covington, Georgia, will consolidate two or three rural schools and will likely employ three wagons to carry the children to and from the consolidated school. The consolidated school will be made a graded

school and several teachers will be employed. The experiment is attracting a good deal of interest and its success will mean the further consolidation of schools in that locality.

The cornerstone of the public school building at Graham, North Carolina, was laid by the Masonic Order on Saturday, September 26. The announcement was made by the school trustees that \$1,000 had been given by Mr. L. Banks Holt for a school library for Graham. The library thus made possible is to be not only a school library but will be used by the town of Graham as well.

How Schools Help a Neighborhood.

"Don't answer this letter unless you have a good graded school," is the way a man who was writing to Monroe about moving here concluded his letter. People are moving about in North Carolina a good deal now, and the prime object sought is good schools—advantages for the children. Ever notice how the value of property jumps around a good school? Take the Wingate section. Before the school was begun there farm lands could be bought easily and at no big figures. Mr. Ira B. Mullis, an intelligent young farmer of that section, told us Saturday that the demand for farm lands in reach of the school couldn't be supplied, while in the village, we were told by a man who lives there, property is about as high as it is in Monroe. When people move it is for the purpose of bettering themselves, and the man whose ear is attuned to the new conditions doesn't consider himself bettered by a move that doesn't carry him within reach of a good school.—Monroe (N. C.) *Journal*.

Consolidation in Richland.

Richland is quick to put into operation the consolidated school system which has been found so beneficial in other States. Instead of three schools with one teacher for each in the vicinity of Eastover, one school has been established at Eastover with three teachers. The scholars are graded and the opportunities for effective work are doubled. The trustees furnish transportation for those children living too far from the school to make it advisable to walk.—Columbia *State*, September 24.

LIBRARIES IN SOUTH CAROLINA.

Lexington County.—The County Superintendent reports that there are no rural libraries in Lexington, so far as his knowledge goes.

Colleton.—There are two rural school libraries in Colleton County. These libraries have an aggregate of 300 volumes. The rural library of Marlboro district was established in 1885, the library in the Cottageville district in 1900. Both of these libraries are supported by private subscriptions.

Chesterfield County.—The County Superintendent is sorry to report that there is no rural library in the county.

Aiken County.—The County Superintendent reports, August 10, that there are no rural school libraries in Aiken County; the only libraries are in the towns and villages.

Horry County.—The County Superintendent, on August 10, reports no rural school libraries; however, he declares, it will be his aim to establish some libraries during the next year.

Abbeville County.—There is a rural school library connected with the Lowndesville High School containing 350 volumes, established about 1898 and supported by means of private subscriptions and entertainments.

Fairfield County.—The County Superintendent reports that there are no rural school libraries worthy of note.

Lancaster County.—The County Superintendent reports rural school libraries at Tabernacle, Van Wyck, and Heath Spring. All these libraries were established during the last three years. The library at Tabernacle contains 100 volumes, the number of volumes in the other two libraries was not reported. These libraries

were established by means of private subscriptions, entertainments, and the assessment of members.

Edgefield County.—The County Superintendent reports three rural school libraries: one at Clark's Hill, established in 1903, containing 15 volumes; one at Modock, established in 1902, containing 27 volumes; and one at Berea, established in 1902, containing 10 volumes. These libraries were established by means of entertainments.

Lee County.—There are no rural school libraries in Lee County. The only library in the county is in connection with the graded school at Bishopville. This library contains 250 volumes.

Greenville County.—The County Superintendent does not know of any rural school library in Greenville County.

Richland County.—The County Superintendent of Richland County reports rural school libraries at the following places: Hill, 200 volumes; Midway, 50 volumes; Mice Creek, 100 volumes; Hopkins, 75 volumes; Bellwood, 50 volumes; Waverley, 25 volumes; Shady Grove, 50 volumes. All these libraries were established by means of subscriptions and entertainments given by each school.

Cherokee County.—The County Superintendent of Cherokee says that "we have none at all in rural districts."

Pickens County.—The County Superintendent of Pickens County says that there are no rural school libraries in Pickens County, so far as he knows.

Williamsburg County.—The County Superintendent reports no rural school libraries.

Camden County.—The County Superintendent of Camden County reports that there are no libraries in Kershaw County public schools except those in the Camden graded schools.

Greenwood County.—The County Superintendent reports no rural school libraries in Greenwood County.

The above libraries were all that were reported to the State Superintendent in response to an inquiry asking the various County Superintendents of the State to report on the question of rural school libraries. Evidently there are other school libraries in the counties which have not been reported.

Town and City Libraries.

Chester.—Chester has two libraries. The Patterson Public Library, established in 1899, has 1,100 volumes and is supported by membership fees. The Public School Library, established in 1893, has 600 volumes and is supported by means of entertainments and private donations.

Bishopville.—Bishopville has two public libraries; one of these libraries is known as the Bishopville Library Association and was established in 1901 and has 603 volumes. The Bishopville Graded School Library was established in 1899 and has 255 volumes. The first mentioned of these libraries was established through the instrumentality of the Bishopville Literary Club. The Public School Library was established by the teachers and the pupils of the eighth and ninth grades.

Pelzer.—Pelzer has one public library called The Lyceum, which was established in 1887 and at present contains 3,000 volumes. This library was established and is maintained by the Pelzer Manufacturing Company.

Williamston.—Williamston has a public library connected with the Williamston graded school, which contains about 200 volumes, established in 1901. This library is supported by the proceeds from entertainments and by private subscriptions.

Barnwell.—Barnwell has a public library, established in 1897, containing 600 volumes. It is supported by means of public entertainments and private subscriptions.

Bennettsville.—Bennettsville has two public libraries. The Twentieth Century Club Library, established in 1902, has 400 volumes; the Marlboro Graded School Library, established in 1890, has 150 volumes. The Twentieth Century Club Library is supported by membership fees and the interest on a \$800 endowment. The Graded School Library has no stated means of support.

Greenwood.—Greenwood has two public libraries. The Greenwood Public Library, established in 1901, contains 700 volumes. It is supported by private

subscriptions, and by the proceeds of entertainments. The Greenwood Public School Library was established in 1898 and has 400 volumes, and is supported by proceeds of entertainments.

Beaufort. — Beaufort has one public library, established in 1901 by the Clover Club. Its library contains 300 volumes and is supported by private subscriptions.

Gaffney. — Gaffney has one public library, supported by the Gaffney City Library Association. This library was founded in April, 1903, and has about 1,000 volumes. The City Council donated \$500 to begin the library. The library members pay annual fees which support the library.

Yorkville. — Yorkville has two public libraries: the Fanny Miller Library, established in 1896, has 219 volumes; the Public School Library, established in 1900, has 500 volumes. The Fanny Miller Library is supported by private contributions and membership fees, the Public School Library is supported by entertainments.

Batesburg. — Batesburg has one public library, established in 1902, which contains about 200 volumes. This library is supported by entertainments and private subscriptions.

Sumter. — Sumter has one public school library for the whites, and one public school library for the negroes. These libraries were established and are maintained by funds raised by public entertainments.

Camden. — Camden has a public school library established in 1898. This library has 2,000 volumes. The library was established by private subscriptions and is supported by membership fees, donations, and by an annual appropriation of \$100 by the city.

Easley. — Easley Graded School Library was established in 1902 and has 100 volumes. This library is supported by means of entertainments and by small appropriations from the school board.

Marion. — Marion has two public libraries: the Marion Public Library, established in 1890, has 2,500 volumes; the Public School Library has 200 volumes. The Marion Public Library was established by private donations and membership fees. Recently this library was permanently endowed. The revenue from the endowment fund together with the membership fees now support it.

Anderson. — Anderson has two public libraries. The City Library, established in 1900, has 1,250 volumes. The City Public School Library, established in 1898, has 1,500 volumes. The City Library is supported partially by appropriations from the City Council and by membership fees. The Public School Library is supported by an annual appropriation from the city school funds.

Piedmont. — Piedmont has a public library of 2,000 volumes, established in 1882 by the Piedmont Manufacturing Company. This library is supported by funds accruing from agents' licenses, hall rent, entertainments, and lectures.

Denmark. — Denmark has a public school library of 600 volumes, established in 1895. This library is supported by an annual appropriation by the school board, by donations, and by entertainments.

Abbeville. — Abbeville has a public school library, established in 1893, containing 933 volumes. This library is supported by a Library Association composed of teachers of the public schools.

Mullins. — Mullins has a small school library, established in 1897, which contains about 250 volumes. It is supported by private contributions.

Orangeburg. — Orangeburg has two public libraries. The Public School Library, established in 1896, has 1,500 volumes. The Dixie Club Library, established in 1900, has 400 volumes. The Public School Library is supported by contributions of books and money raised by public entertainments. The Dixie Club Library is supported by membership fees and by public entertainments.

Columbia. — Columbia has a public school library, established in 1883, containing 2,300 volumes. This library was formerly supported by proceeds from entertainments, but now has an annual appropriation of \$100 from the city school board.

There are other town and city libraries in South Carolina. The above were all that were reported to the State Superintendent in response to a recent request. Perhaps these reports are of some value as describing in a measure the library situation in the State.

THE EDUCATION OF TEACHERS IN GERMANY.

II.

"If the school has failed to kill the love of learning in its pupil, that is good; if it has failed to make him intellectually conceited, that is better; if it has kindled a divine interest in his soul, that is best."

The function of the elementary school is not exhausted in bringing the growth of the pupil up to a certain point; more important than this is giving to that growth such impetus and direction that it may never cease. The ability of the school to perform this function can not be adequately stated in terms of its organization, its house and grounds, its curriculum, length of term, or material equipment. All these are but passive instruments, depending for their quickening power upon the living personality of the teacher who is to use them, the quality of the teacher conditions the efficiency of the whole educational machinery.

We have seen how Germany has made her higher schools by setting a high standard of professional qualification for all who would teach in them, rewarding the capable with all the privileges of a profession, and rigidly excluding all others. Let us now see what she has done for her elementary schools.

The majority of teachers in the elementary schools come from the industrial classes. Mr. Hughes gives the following instructive table, showing the numbers furnished by the different classes of society:

Agriculture, cattle rearing and hunting	22,701
Mining, civil engineering, and industry	20,377
Commerce and transit.	7,190

Court, state service and liberal professions 18,741

From this, it is evident that most of these teachers receive their early education in the elementary schools, (*volksschulen*). But here again completion of the elementary school course is not taken as a guaranty of one's ability to teach in the elementary school. In the ordinary course of events, the youth aspiring to teach in the *volksschulen* will complete his course in one of these schools at the age of 14. He then goes to a preparatory school, where he must spend three years in hard study, getting sufficient scholastic basis for his professional training which is to follow.

The curriculum of the preparatory school includes the subjects taught in the elementary schools with the addition of harmony and instrumental music, with permission to teach a modern language. The treatment of these subjects, however, is broad, and the curriculum is thus expanded so as to give the student a rather broader culture. The following subjects, taken from the time-table of one of these schools, will indicate the ground covered: writing, drawing, arithmetic, geometry, geography, grammar, history, physics, natural history, Bible history, catechism, oral discussion, essay, French, singing, piano, violin, organ, harmony.

That the boy does not go to the preparatory school for play is indicated by the fact that he has thirty to thirty-five hours a week in class, eighteen hours for preparation out of class, and the practice of musical instruments.

He is now at least 17 years old, has had three years of scholastic training beyond the elementary school, and is now ready to make application for admission to a training college.

There are always more applications for admission to these institutions than there are vacancies to be filled. This gives a basis for selection and the rigid exclusion of the unfit. The preparatory schools are, in the main, private institutions; the training colleges are supported by the state. The state does not propose to carry dead weight. It therefore submits every candidate to a rigid examination, to test his ability to do the work.

The candidate who shows himself capable is now admitted to a three years' course of professional training. These training schools are designedly small, usually enrolling less than one hundred students. They are located in small towns, and have attached to them a graded and ungraded school, for observation and practice teaching.

The course, covering three years, is a further expansion of the subjects of the primary school with the addition of drawing, gymnastics, and pedagogy. In the first year the student studies the history of education and the science of teaching, but has no practice. During the second year, he continues his studies, has much observation, and a little teaching. During the third year he has ten weeks of practice in each subject, under the direction and criticism of an instructor.

At the end of his course the candidate is admitted to the government examination, which is conducted in the presence of the Royal Commission. This examination, according to Mr. Seeley, includes:

I. A written examination, consisting of:

1. An essay on some pedagogical theme.
2. An exercise describing a phase of teaching religion.
3. Working three problems in arithmetic and geometry.
4. Discussion of a topic in history, in natural science, and geography.
5. Playing a piece of music on the organ.
6. Translation of an exercise from and into a selected foreign tongue.

II. An oral examination in any subject of the course that may be asked for by the Commission.

III. Practical exhibition of his ability to teach by instructing a class before the Royal Commission.

This examination covers about three days. The successful candidate is given a certificate of attainment in each subject, and is now ready for appointment, not to a permanent position, but to a trial position. He is given provisional charge of a school as a further test of his ability to put into practice what he has learned. He must accept any position assigned him by the provincial authority. This trial period continues till he passes, within not less than two or more than five years, a second examination.

It is presumed that he has used his time in broadening his general culture, getting a better grasp of educational principles, and perfecting his skill in practice. Again his examination is a threefold test, consisting of:

- I. Written work, including:
 - a. An essay on some religious subject.

b. An essay on some subejct of school management.

c. An essay on some subject of instruction.

2. Practical work, being a lesson on a subject named the day before.

3. Oral examination in the history, the theory, and the practice of teaching.

The successful candidate is now eligible to appointment as permanent teacher, thus becoming a government official with a position for life, assured social standing, a fair salary and a pension when regularly retired.

Some commendable features of this system are apparent.

1. It insures a degree of maturity on the part of those who would direct the growth of children. Teachers of children should be youthful at least in spirit, but it is an iniquitous mistake to entrust the development of children to irresponsible boys and girls who have small knowledge of books and still less experience of life. American theorists never tire of telling us that the aim of education is to form character. Yet it is not uncommon to find this work entrusted to boys and girls whose own characters are in the formation stage.

2. This system insures a degree of scholarship which enables the teacher to come to his work from a higher plane. After having completed the course in the elementary school, the aspirant must have at least eight years of broadening and maturing before he is permitted to return to that school as teacher.

And with this preparation, he is eligible to no higher position in the educational service. The graduates of the state normal school in this country aspire to all positions from the kindergarten to the college presidency.

3. This standard of professional qualification weeds out the temporary teacher and makes a profession possible. The teacher in the elementary as well as in the higher school is a member of a profession which commands the respect of the world and therefore commands respect of self. "There is no body of men under God's heaven," says Mr. Hughes, "who exhibit a greater sense of self-respect."

4. The professional training is given in such a way as to carry itself over into the practice of the teacher. This has given a degree of professional skill not equalled by any other body of teachers in the world. And just here, perhaps, lies the greatest danger. It is a well-known biological law that a high degree of specialization is attained at the expense of loss of plasticity. We may not be surprised, therefore, to find this highly specialized teacher somewhat unresponsive to whatever stands for progress in educational practice. This weakness is probably inevitable in the training of teachers for the elementary school. To preserve the freedom of the individual under the stress of professional training requires that broader culture which Germany demands of the teacher in her higher schools.

WICKLIFFE ROSE.



Southern Education

(Rural Libraries)

"If the crowns of all the kingdoms of Europe were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."

Fenelon.



"If it is the duty of the State to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be harmful rather than beneficial, both to the individual and to the State."

Sherman Williams.

"The child that by the age of fourteen has not read Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of Greek Heroes, by Kingsley and Hawthorne; The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the Story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, and John Smith, of Columbus, Washington, and Lincoln—the boy or girl who has grown up to the age of fourteen without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants."

Charles A. McMurry.

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers.

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“A good book is the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond life.”

—MILTON.

“God be thanked for good books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of the past ages. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours.”

—CHANNING.

“A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies.”

—GIBBON.

Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year.....50 cents

Three months.....15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Monday, November 2, 1903

The editor is indebted for valuable suggestions in making this number of SOUTHERN EDUCATION to Mr. Clarence H. Poe, Raleigh, N. C.; to Supt G. F. Boyd, Kosciusko, Miss.; to Profs. P. P. Claxton and W. Rose, University of Tennessee; and to many others.

Any rural teacher can have a rural school library, if she only wills to have one. Get the children interested first of all. The children's interest will secure the interest of the parents. After this is secured a public entertainment will help. Then talk to the parents and ask for more money.

And how is the best way to interest children in the rural library you should have? The best way is for the teacher to get some of the books on the library lists in this number of SOUTHERN EDUCATION. Let the children read these books. Read some of them to the children. Let them carry some of them home. The parents will thus soon become interested and the rural library will be easy to establish.

The ordinary reading books used in the rural schools, the books prescribed for use, are usually poor literature at best or only selections from real literature. The reading by the children of the books mentioned in the rural school library lists of this number of SOUTHERN EDUCATION can not take the place of any state prescribed school course, but such reading can nevertheless be done and can be used to give life and joy to the whole rural school work.

The rural school library need not have very many books. It is perhaps best that it should be small. The teacher should be thoroughly familiar with each book.

The rural school library should be accessible to the children and their parents during the vacation time. The teacher can arrange for this by having some intelligent person in the community act as librarian during the vacation.

There can be no real education except by soul contact with soul. And such contact can occur in two ways only, viz., by means of books (not text-books) and by means of teachers. The rural school library is, therefore, a necessity in the education of children.

The rural school library is the means by which to get books, to keep them, and to get books read.

That rural school in which no books

are read except the ordinary text-books is not educating the children. The most it is doing is giving those children the mere tools of knowledge. Such a school is only trusting that somehow the children may become educated, may finally learn how to use the dangerous tools it has ignorantly given them.

The children's literature of the first and the second school years should consist largely of fairy stories and fables. During the third year the myths of the Greeks and the Romans should be read. During the fourth year the Song of Hiawatha should be read; during the fifth year the Norse mythology; during the sixth year the Odyssey of Homer; during the seventh year the Iliad of Homer; during the eighth year the children's reading should be largely in the field of American literature. *Whole* books should be read and not scraps. Of course, other literature than that indicated above may be read with much pleasure and profit, but what is here indicated should come first.

The difference between an educated man and an uneducated man "is that the educated man feels more, sees more, wants more, is interested in a vastly greater variety of things." Mere technical arithmetic, technical grammar, technical drawing, and most of the geography and history taught in our public schools can not really educate the children; these can only supply the tools of knowledge. Real education comes to the children by means of reading good books and by association with teachers who are themselves educated.

The public schools of Nebraska celebrate Library Day each year. On this day a special program is provided. Funds and donations of books for the library are solicited and the public school patrons of each district are urged to attend the celebration. One of the objects of the library movement in Nebraska is the encouragement of reading aloud in the homes by both pupils and parents.

Texas has a State Library Association which was organized on June 10, 1902. This association is working with good prospects of favorable results for a State Library Commission, whose business it shall be to secure needed library legislation, and to promote the establishment and furtherance of free public libraries in every way possible. The Texas State Library Association has time and again called attention to the importance of establishing free rural and traveling libraries and to the necessity and importance of good reading in the public schools.

The first public library in America to be supported chiefly at public expense and from which any citizen might borrow books was established at Charleston, S. C., in 1698, and was in charge of the minister of St. Philip's Church as librarian.

Why Rural Libraries?

"The difference between the educated man and the uneducated," says President Schurman, "is that the educated man sees more, feels more, wants more, is interested in a vastly greater variety

of things, and, in short, lives a larger, a richer and a fuller life. He is haunted by thoughts and touched by emotions and moved by ideals which are incommunicable to him who has not been nourished at the breasts of human science and culture." It is the business of the school to initiate the child into this larger life. Yet it is a lamentable fact that the boys and the girls of the rural communities of the South are getting from the public school practically no help in this direction. A child may learn to read and to write and to manipulate numbers, may learn the rules of grammar and rhetoric, may memorize and recite the mere lists of facts which pass for geography and history — may do all this well, and yet go out into the world with his horizon but little broader than if the school had never existed.

The business of the school is to initiate the child into civilization. But civilization is not embodied in the formal

studies: reading, writing, arithmetic, grammar. To give the child these is to give him his instruments, his tools; but to give him no more is to leave him without inspiration and guidance. These tools are made useful only in so far as the child has opened up to him the realms of nature and humanity. Through the use of these instruments the child may enrich his own life by appropriating the accumulated experience of the race. This experience comes to him in the main in the form of books. The most vital endowment which the school gives to the child is the confirmed reading habit directed by a cultivated taste. With this endowment the most remote community is put in touch with civilization; the child of the district is made the citizen of the world. But this reading habit can not be cultivated in the absence of books. Without the rural district library, the rural school must fail in its most important function. W. R.

LIBRARIES AND THE PUBLIC SCHOOLS.

The education gained at school must, with the great majority of people, be meager at the best. This may be, and should be, supplemented by extensive reading after the school life is finished. If this work is to be done well, and under favorable conditions, the pupil must, while in school, not only be trained to like good literature, but also, if possible, to use a public library intelligently.

The library must be regarded as an important and necessary part of the system of public education. It is said that not more than one in five hundred of the inhabitants of Massachusetts are without library facilities. This should be the condition everywhere, and may be at no very distant time if those who should be the most interested — the teachers of the country — will make a unanimous, persistent, and continued effort in this direction. There is nothing that appeals to people more generally, or to which they will respond more readily and liberally, than an effort to establish free public libraries, if the work is carried on with good judgment.

Children must be directed and trained in regard to their reading. They can no more be trusted to get their own knowledge of and taste for literature unaided than they can get their scientific and mathematical training in the same way.

If it is the duty of the State to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be harmful rather than beneficial, both to the individual and to the State.

Training pupils to read and love good literature is by far the most important work done in school. There is nothing else that a teacher can do at all comparable to it in value. It is the one thing the school does that continues to contribute to one's education so long as he lives. We should never forget that it is not the ability to read, but the use made of that ability, that contributes to the destiny of a child.

Some one has said that education consists of formation of habits and the acquisition of tastes. This is certainly the case so far as reading is concerned, and all that the school and library can do, working together in harmony, is necessary to the best success in this matter of forming correct reading habits and good taste in literature. — SHERMAN WILLIAMS.

THE CHILD'S LITERARY RIGHT.

The child that by the age of 14 has not read Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of Greek Heroes, by Kingsley and Hawthorne, The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, and John Smith, of Columbus, Washington, and Lincoln — the boy or girl who has grown up to the age of 14 without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants. It is not a question of learning how to read — all children who go to school learn that; it is the vastly greater question of appreciating and enjoying the best things which are worth reading. Judged on this standard of worth, the reading exercises of our schools have acquired a tenfold significance, and all teachers who have looked into the matter have felt a new enthusiasm for the grand opportunities of common-school education. There is no doubt, whatever, among intelligent people, that good literature is a powerful instrument of education. It is by no means the whole of education, but when the reading habits of children are properly directed, their interest in suitable books cultivated and strengthened, their characters are strongly tintured and influenced by what they read. If their minds are thus filled up with such stimulating thought material, and their sympathies and interests awakened and cultivated by such ennobling thoughts, the better side of character has a deep, rich soil into which it may strike its roots. So profound has been the conviction of leading educators upon the value of the reading matter of the schools for the best purposes of true education that the whole plan of study, and the whole method of treatment and discussion, as touching these materials, have been reorganized with a view to putting all children into possession of this great birthright. — CHARLES A. McMURRY.

RURAL LIBRARIES.

The Need for Rural Libraries and an Explanation of the North Carolina Rural School Library Laws.

"We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired there is much to be done to make them effective for the development of the child's intelligence. If his reasoning power is to be developed through reading he must be guided to the right sort of reading. The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading."

It is to remedy just this defect that the rural school library has been introduced into twenty-nine American States. And though widely varying plans have been adopted, in no other State, I dare say, has more rapid progress been made, or greater results accomplished in proportion to the capital expended, than in North Carolina. For this reason I may be pardoned for referring at some length

to this North Carolina plan, which seems to be the one best adapted to States having a large rural population and a small revenue. The law as passed by the General Assembly of 1901 provides in substance:

That wherever the friends or patrons of any rural public school contribute \$10 or more for starting a library in connection with the school, \$10 of the regular district school fund shall also be set apart for the same purpose, while another \$10 will be given from the State appropriation—thus assuring at the outset at least \$30 for each school library; in many cases, of course, the patrons raise more than the minimum sum, \$10, needed to secure the \$20 from other sources. The County Board of Education then names some competent person to manage the prospective library, and purchase the books for it; these to be chosen from a remarkably well-selected list prepared by a committee of distinguished educators two years ago. The same committee, by the way, obtained competitive bids, from prominent publishing houses, thus forcing prices to strikingly low figures, even for classics. The smallest libraries have seventy-five or eighty neat and substantially bound volumes.

By the earnest efforts of the North Carolina Literary and Historical Association an appropriation of \$5,000 was obtained for the payment of the State's part in the experimental plan just outlined, and in September, 1901, the appropriation became available and the first North Carolina rural school library was established. The entire sum would have been speedily exhausted by the more progressive sections had not the legislature provided that the State appropriation of \$10 for each library should be available for not more than six school districts in any one of the ninety-seven counties. Within five months a third of the counties reached this limit, and other schools within their borders applied in vain for State aid. Before the General Assembly of 1903 met in January, 431 of a possible 500 libraries had been helped. In the face of such success, there was nothing for the legislature to do but make an appropriation of \$5,000 more for the ensuing two years; while \$2,500 was added to strengthen and enlarge the libraries already established—the same Carnegie-like principle of coöperation to be observed; each gift from the State to be duplicated by an appropriation from the school fund and again duplicated by private subscription.

Not only does the rural school library develop the reading habit; it develops it along right lines. Since, as Emerson says, "the ancestor of every action is a thought," how important it is that the literature that is to provoke thought be not only wholesome but well-rounded and well-balanced! In our city libraries fiction has much too large a place; many women and young people read nothing else. But while these rural libraries contain a few great novels, the chief effort is to develop a proper appreciation of choice works of science, travel, nature-study, poetry, history, biography, and mythology. Even if the child formed the "reading habit" outside the school, it would still be worth while for the State to have these libraries for the sole purpose of turning his new-found love of truth into right channels of truth and beauty.

Nor have the boys and girls been the only beneficiaries of the new movement. It has opened up a new world for many of the parents, and has done incalculable good in continuing the education of persons too old or too poor to longer attend school. The superintendent of schools for Durham County says that the books are used as much by the parents as by the children themselves, and the Pitt County superintendent says that the libraries have caused hitherto indifferent parents to become deeply interested in the education of their children. "The peculiar value of the school library," as the New York *Evening Post* rightly observes, "lies in the fact that it educates the younger generation as well as the older."

All in all, the North Carolina plan has proved a strikingly successful innovation, and we are moved to wonder that our educational leaders did not long ago perceive the value of rural library work, or, realizing it, did not think of the ease with which it may be conducted in connection with the public school. We are now not far from the time when no house where children meet for study, whether in town or country, will be regarded as even tolerably equipped without a small collection of the best books.—CLARENCE H. POE, Raleigh, N. C., in September, 1903, *Review of Reviews*.

A RURAL SCHOOL LIBRARY.

A List of Books for a Rural School Library. Something about the Books. Classified by Grades. Cost and Where to get the Books.

The following is a good list of books with which to begin a rural school library. The books are described somewhat in detail, and some of them are also classified by grades, for the greater convenience of teachers. Many of the books in the general list may be read by the teacher to the pupils. The books which have been arranged by grades bear directly on what should be the literature, geography, or history work of those grades.

1. Classic Stories for Little Ones.
Mrs. L. B. McMurry. Public
School Publishing Co.....35c
(1)

This is an excellent adaptation of a number of the most famous fairy stories. The book can be read very early in the school life of the children.

2. Bow-Wow and Mew-Mew. G.
M. Craik. Maynard, Merrill
& Co.20c
(1)

This is the story of the life and adventures of a dog and a cat. The book will be enjoyed by the youngest readers.

3. Southern Poets. Weber. Mac-
millan Co., New York.....25c
(8)

This book contains selections from the leading Southern poets.

4. Paul Jones. Hutchins Hapgood.
pp. 126. Houghton, Mifflin &
Co.65c
(6)

This is a brief biography of John Paul Jones. It gives an account of his early voyages, cruise of the *Providence* and the *Arthur*, the cruise of the *Ranger*, his fight with the *Scrapis*. There are additional chapters on Diplomacy at the Texel, Society in Paris, Private Ambition and Public Business, a chapter on his Russian Service, and an account of his last days. There is an excellent frontispiece of Jones.

5. The Eugene Field Book. Mary
E. Burt and Mary B. Cable.
pp. 136. Charles Scribners'
Sons, 190260c
(G)

This is a collection of the best children's poems by Eugene Field. It contains the well-known poems, Little Boy Blue, Wynken, Blynken and Nod, Just 'Fore Christmas, Pittypat and Tippytoes, and the like. Besides there is a chapter of letters by Field to his children, a chapter of autobiography, and anecdotes illustrating the well-known characteristics of Field.

6. Alice's Adventures in Wonder-
land. Edited by Florence Mil-
ner. pp. 192. Rand, McNally
& Co. Illustrated.....25c
(G)

Every one knows this book. It is not necessary to speak of its contents. It has long been one of the best books for children. This edition contains a biographical sketch of the author and some notes by the editor. There is also a reading list for those who desire to know more about Lewis Carroll's books.

7. Big People and Little People of
Other Lands. Edward R. Shaw.
pp. 128. American Book Co.,
190030c
(2)

This book describes the big people and little people of China, Japan, Arabia, Corea, Borneo, India, Lapland, Greenland, Russia, Switzerland, Holland, Patagonia, the pygmies of Africa, and the Indians. There is a chapter on the Philippines, the Congo and Amazon valleys. The book is well illustrated and charmingly written.

8. Stories of Great Americans for
Little Americans. Edward Eg-
gleston. pp. 159. American
Book Co., 1895.....40c
(2)

There are stories of Franklin, Boone, Irving, Audubon, Daniel Boone, Dr. Kane, Jefferson, Kit Carson, Horace Greeley, and others. There are many illustrations which add interest to the book.

9. Tales of Troy. Charles De Garmo. pp. 68. Public School Publishing Co., Bloomington, Ill., 190235c
(6)

This is Dr. De Garmo's translation of a famous German story of Professor C. Witt. The book contains an account of Paris and Helen, The Greeks at Aulis, Iphigenia, The Greeks and Trojans, Quarrel of Agamemnon and Achilles, The Duel between Paris and Agamemnon, The Great Deeds of Diomed, Hector and Ajax, The Misfortune of the Greeks, The Night Spies, Patroclus, Achilles and Ajax, and the Destruction of Troy. There are several illustrations and an index for the pronunciation of proper names.

10. Old Stories of the East. James Baldwin. pp. 215. American Book Co., New York.....45c
(3)

This book contains the author's adaptation in literary form and language of a number of Old Testament stories. The stories treated are The Garden of Delight, The Two Brothers, The Flood of Waters, The Great Chief, The Master of the Land of the Nile, The Great Law-giver, and others equally interesting. This is one of the most charmingly written children's books extant.

11. The Story of Ulysses. Agnes Spofford Cook. pp. 153. Public School Publishing Co., Bloomington, Ill.50c
(3)

This book contains a well-written account of the part Ulysses played in the Trojan War and his adventures on his journey homeward to Ithaca, based on Homer's Odyssey. There are illustrations and a few explanatory notes which add much to the value of the book.

12. Aunt Martha's Corner Cupboard. Mary and Elizabeth Kirby. pp. 153. Educational Publishing Co., New York.....40c
(3)

Stories about tea, sugar, coffee, salt, currants, rice, and honey. There are many illustrations. The book is intended to give children a glimpse of the great world of industry beyond their usual environment.

13. Ten Boys. Jane Andrews. Ginn & Co., Boston. pp. 240. 1902..50c
(4)

This book is intended to trace our own race from its Aryan source to its present type. There are stories of Cablu, Darius, Cleon, Horatius, Wulf, Gilbert, Roger, Ezekiel Fuller, Jonathan Dawson, and Frank Wilson. The book is illustrated and charmingly written, as are all of Miss Andrews' stories.

14. Stories of Colonial Children. Pratt. pp. 221. Educational Publishing Co., New York....40c
(3)

This book attempts to give a glimpse at the child life in the Colonies before the days of the Revolution. There are numerous illustrations, one of which is a reproduction of a page from the New England Primer.

15. The Song of Hiawatha. Long-fellow. pp. 193. Houghton, Mifflin & Co., Boston.....40c
(4)

This book is Nos. 13 and 14 of the Riverside Literature Series. It contains, besides the poem, an account of the visit to Hiawatha's people by Alice M. Long-fellow, an introductory note and a list of books relating to Indians. There is a pronouncing vocabulary. The illustrations are by Frederic Remington.

16. Stories of Industry. Chase & Clow. 2 vols. pp. 350. Educational Publishing Co.80c
(40c each)
(5-8)

Volume I contains stories of coal, petroleum, gold, silver, copper, the making of sewing machines, stoves, watches, clocks, ships, glass articles, and the like. Volume II contains stories of the making of calico, linen, carpets, silk, hats, furs, shoes, and the like. Both volumes are profusely illustrated.

17. Old Norse Stories. Sarah Powers Bradish. pp. 240. American Book Co.45c
(5)

The author has endeavored to re-tell some of the most popular of the old Norse stories so as to make them attractive to young readers. Most of these stories show what our ancestors thought of the common phenomena of nature, such as day and night summer and winter, storms and sunshine, life and death. The book is well written. There is a pronouncing vocabulary of Norse names. The book is illustrated.

18. *Gulliver's Travels.* Jonathan Swift. pp. 193. Houghton, Mifflin & Co.40c
(5)

This edition contains the voyages to Liliput and Brobdingag. There is an introductory sketch, notes, and two maps. This volume is No. 89-90 of the Riverside Literature Series.

19. *A Wonder Book for Boys and Girls.* Nathaniel Hawthorne. pp. 203. Houghton, Mifflin & Co.40c
(4)

This well-known book contains stories of the Gorgon's Head, the Golden Touch, Paradise of Children, Three Golden Apples, the Miraculous Pitcher, and the Chimæra. There is an introductory note, mythological index and pronouncing vocabulary and six illustrations. This volume is No. 17-18 of the Riverside Literature Series.

20. *Little Women.* Louisa M. Alcott. pp. 532. Little, Brown & Co., Boston, 1903\$1.50
(G)

Little Women: or Meg, Joe, Beth and Amy is one of the best children's books. This edition is illustrated.

21. *Fifty Famous Stories Retold.* James Baldwin. pp. 172. American Book Co., New York.35c
(2)

This book contains stories of King Alfred, Robin Hood, Bruce and the Spider, Sir Philip Sydney, Sir Walter Raleigh, George Washington, William Tell, Regulus, Damon and Pythias, and many others. There are numerous illustrations.

22. *The Arabian Nights.* Edward Everett Hale. pp. 366. Ginn & Co., Boston.45c
(G)

This edition contains *The Story of Aladdin, The Traveling Merchant,* and other well-known stories of the East. There are numerous illustrations.

23. *Discoverers and Explorers.* Edward R. Shaw. pp. 129. American Book Co., New York.35c
(4)

This book contains stories of Marco Polo, Columbus, Vasco da Gama, John and Sebastian Cabot, Vesputius, Ponce de Leon, Balboa, Magellan, Cortez, Pizarro, De Soto, Verrazzano, Henry Hudson, and an account of the famous voyage of Sir Francis Drake, the Great River Amazon, and El Dorado.

24. *Æsop's Fables.* Mara L. Pratt. 2 vols. pp. 254. Educational Publishing Co., New York.50c (25c each)
(1)

This is an edition suitable for very young children. The well-known fables of *The Fox and the Lion, The Fox and the Grapes, The Grasshopper and the Ant, The Fox and the Crow, The Dog and His Shadow, The Fox and the Stork, The Dog in the Manger, The Lark and Her Young Ones, The Hare and the Tortoise, The Lion and the Mouse, The Wind and the Sun, Borrowed Feathers, The Ox and the Frog, The Hen that Laid the Golden Egg,* and many others, may be found in these books.

25. *Seven Little Sisters.* Jane Andrews. pp. 121. Ginn & Co., Boston.50c
(3)

The seven little sisters live on the round ball that floats in the air. These sisters are *The Little Brown Baby, Agoonac, Gemilia, The Little Mountain Maiden, Pense, The Little Dark Girl, Louise, The Child of the Rhine,* and Louise, the Child of the Western Forest. This book takes the children on an imaginary journey to various parts of the world and describes child life as it is found there. There are illustrations, and an account of the life and work of Miss Jane Andrews.

26. Story of Ancient Peoples. Emma J. Arnold. pp. 232. American Book Co., New York.....60c
(8)

This is an exceedingly interesting account of the ancient Egyptians, Chaldeans, Hittites, Phœnicians, Hebrews, Medes and Persians, Hindoos and Chinese. There is an introduction, a list of authorities and reference books, and many illustrations.

27. Essays from the Sketch Book. Washington Irving. pp. 159. Maynard, Merrill & Co., New York24c
(8)

This edition contains the Voyage of Roscoe, The Wife, Rip Van Winkle, The Art of Book Making, The Mutability of Literature, Stratford-on-the-Avon, Christmas, Stage Coach, Christmas Eve, Christmas Day, and The Legend of Sleepy Hollow. There are notes and a short life of Irving.

28. The Vision of Sir Launfal and Other Poems. James Russell Lowell. pp. 202. Houghton, Mifflin & Co., Boston.....40c
(8)

This is No. 30 of the Riverside Literature Series. There is a biographical sketch and notes, a portrait of Lowell, and other illustrations. This edition also contains Under the Old Elm, The Concord Ode, and other poems by Lowell.

29. The King of the Golden River. John Ruskin. pp. 82. Rand, McNally & Co.25c
(5)

This edition of The King of the Golden River is one of the Canterbury Classics Series. There are illustrations, notes, a reading list, suggestions to teachers. The King of the Golden River: or the Story of the Black Brothers, is one of the best fairy stories ever written.

30. The Courtship of Miles Standish. Longfellow. pp. 90. Houghton, Mifflin & Co.40c
(6)

This volume is No. 2 of the Riverside Literature Series. There are explanatory notes as well as one of Longfellow's

other poems from Tales of a Wayside Inn. The Courtship of Miles Standish is one of Longfellow's favorite poems, and depicts life in the old Colony days in Plymouth.

31. Evangeline. Longfellow. pp. 100. Houghton, Mifflin & Co.40c
(8)

This edition of Evangeline contains a biographical sketch of Longfellow and an introduction and notes by Horace E. Scudder. There is also a sketch of Longfellow's home life by his daughter, Miss Alice M. Longfellow. A pronouncing vocabulary of names and foreign words contained in Evangeline adds to the value of this edition. Evangeline is a tale of Acadie, the country now known as Nova Scotia.

32. Hans Andersen's Stories. pp. 205. Houghton, Mifflin & Co., Boston40c
(5)

This book is one of the Riverside Literature Series and contains some of the best of Hans Andersen's fairy stories, among them The Ugly Duckling, The Pine Tree, Little Match Girl, The Snow Queen, The Nightingale, The Happy Family, and The Candles.

33. The Stories Mother Nature Told Her Children. Jane Andrews. pp. 131. Ginn & Co., Boston...50c
(3)

The Stories Mother Nature told Her Children are The Story of the Amber Beads, The New Life, The Talk of the Trees that Stand in the Village Street, How the Indian Corn Grows, Water Lilies, The Carrying Trade, Sea Life, The Frost Giants, The Indians, and the like. This is one of the best nature study books ever written.

34. The Little Lame Prince. Miss Muloch. pp. 74. Maynard, Merrill & Co., New York.....20c
(2)

This is one of the best known children's books extant.

35. Enoch Arden, and Other Poems. Tennyson. pp. 224. Houghton, Mifflin & Co., Boston.....40c
(6)

This is Rolfe's edition of Tennyson's well-known poem. There are notes and an explanatory index of words and phrases.

36. *The Last of the Mohicans*. James Fennimore Cooper. University Publishing Co., New York....30c
(6)

The Last of the Mohicans is a story of Indian life by one of the greatest American novelists.

37. *Hans Brinker: or the Silver Skates*. Mary Mapes Dodge. pp. 393. Charles Scribners' Sons, New York\$1.50
(7)

Hans Brinker: or the Silver Skates, is a story of life in Holland. The book is well illustrated and of surpassing interest.

38. *Robinson Crusoe*. Lida B. McMurry and Mary Hall Husted. pp. 131. Public School Publishing Co., Bloomington, Ill.....35c
(2)

This little book is an adaptation of the story of Robinson Crusoe to the attainment and educational needs of children in the primary schools. This edition is illustrated, well written, and intensely interesting.

39. *Fairy Stories and Fables*. James Baldwin. pp. 176. American Book Co., New York.....35c
(2)

Besides containing a number of well-known fables of Æsop this book contains *The Story of Three Bears*, *The Three Pigs*, *Little Red Riding Hood*, *Tom Thumb*, *Jack and the Bean Stalk*, *Peter and the Magic Goose*, *Cinderella*, *Puss in Boots*, *The Fisherman and His Wife*, and many others. This is one of the best written fairy story books now to be obtained.

40. *The Birds' Christmas Carol*. Kate Douglas Wiggin. pp. 69. Houghton, Mifflin & Co., Boston50c
(G)

This is an intensely interesting Christmas story which all children will thoroughly enjoy.

41. *Legends of the Red Children*. Mara L. Pratt. pp. 128. Werner School Publishing Co., York30c
(4)

This book contains the Indian folk stories as to the origin of the lightning, the south wind, the morning star, the rainbow, and many others.

42. *Old Greek Stories*. James Baldwin. pp. 208. American Book Co., New York45c
(3)

The story of Prometheus, Io, Arachne, Apollo, Alcestis, Medusa, Atalanta, Theseus, and other Greek stories are here presented in fine literary form. There are many illustrations and a pronouncing dictionary of persons and places.

43. *The Children of the Cold*. Frederick Schwatka. pp. 212. Educational Publishing Co., New York\$1.25
(6)

This is perhaps the best story of Esquimaux life extant.

44. *Tom Brown's School Days*. Thomas Hughes. pp. 370. Houghton, Mifflin & Co., Boston40c
(G)

This book contains the story of a boy who attended the Rugby School in England, in the days of the famous Dr. Thomas Arnold.

45. *The Deerslayer*. James Fennimore Cooper. University Publishing Co., New York.....30c
(6)

This is the first one of Cooper's well-known *Leather Stocking Tales* which portray Indian and pioneer life in the early days.

46. *Two Little Confederates*. Thomas Nelson Page. pp. 156. Charles Scribners' Sons\$1.50
(8)

This is a story of the Civil War by one of the best known writers in the South.

47. Andrew Jackson. William G. Brown. pp. 156. Houghton, Mifflin & Co., Boston.....65c
(8)

This is a short biography of Andrew Jackson by a well-known writer on Southern subjects.

48. George Washington. Horace E. Scudder. pp. 253. Houghton, Mifflin & Co.75c
(7)

This is one of the best boys' lives of Washington, well written and intensely interesting.

49. The Odyssey of Homer. William Cullen Bryant. Houghton, Mifflin & Co.85c
(6)

This is perhaps the best English translation of one of the most famous poems in literature. There is a pronouncing vocabulary of proper names at the end of the book.

50. Little Lord Fauntleroy. Frances Hodgson Burnett. pp. 290. Charles Scribners' Sons, New York\$1.25
(G)

One of the best and one of the most famous children's stories obtainable.

51. Uncle Remus, His Songs and Sayings. Joel Chandler Harris. pp. 256. D. Appleton & Co. ..\$1.30
(G)

This book contains the folk-lore of the negroes of the old Southern plantation.

52. Birds and Bees Sharp Eyes. John Burroughs. pp. 96. Houghton, Mifflin & Co., Boston....40c
(G)

This is an interesting nature study book by one of the best American writers on such subjects.

53. Ivanhoe. Sir Walter Scott. University Publishing Co., New York30c
(G)

This is one of the most famous romances in English literature.

54. Wild Animals I Have Known. Ernest Thompson-Seton. pp. 358. Charles Scribners' Sons, New York\$2.00
(G)

This book contains some of the most interesting animal stories yet written. Illustrations are the very best.

55. A Midsummer Night's Dream. William Shakespeare. pp. 102. D. C. Heath & Co., Boston....25c
(G)

This edition of A Midsummer Night's Dream is edited by Sarah Willard Heistand. There is an introduction, and explanatory notes.

56. The Comedy of the Tempest. William Shakespeare. pp. 98. D. C. Heath & Co., Boston....25c
(G)

The Tempest is perhaps the one play of Shakespeare which most appeals to young readers. This is the play which contains the characters of Miranda, Prospero, Ariel, and Caliban.

57. Each and All. Jane Andrews. pp. 142. Ginn & Co., Boston...50c
(3)

This is a companion book to the Seven Little Sisters. The same characters which appear in Seven Little Sisters again appear in this volume.

58. The Vicar of Wakefield. Oliver Goldsmith. University Publishing Co.30c
(G)

An English classic which will be enjoyed by all boys and girls in the upper grammar grades.

59. Kenilworth. Sir Walter Scott. University Publishing Co., New York30c
(G)

This is one of Sir Walter Scott's most famous Waverley novels. It describes the times and events of Queen Elizabeth's reign.

60. Little Men. Louisa M. Alcott. pp. 376. Little, Brown & Co., Boston\$1.50
(G)

This is a companion book to *Little Women*, and describes life at Plumfield with Joe's boys.

61. Silas Marner. George Eliot.
University Publishing Co., New
York30c
(G)

Perhaps this is the most powerful story ever written showing the wrong use of money.

62. Century Book for Young Americans. Elbridge S. Brooks. pp.
249. Century Co., New York. \$1.50
(7)

This is perhaps one of the best books on civil government to be obtained. Its arrangement, its style, and the illustrations make it an intensely interesting book.

63. Pilgrim's Progress. John Bunyan. University Publishing Co.,
New York30c
(G)

This is one of the most famous allegories ever written. It describes the journey of the Christian through this world to the world beyond.

64. Hiawatha Primer. Florence Holbrook. Houghton, Mifflin & Co.,
Boston40c
(1)

This is an adaptation of the Song of Hiawatha. It is suitable for the youngest readers, and is a most enjoyable book.

65. Grimm's Fairy Stories. P. P. Claxton and M. W. Haliburton. B. F. Johnson Co., Richmond, Va.25c
(1)

This book is an adaptation of a number of Grimm's Fairy Stories, and can be read by the youngest children.

66. Little Lucy's Wonderful Globe. Charlotte M. Yonge. Educational Pub. Co., N. Y.50c
(3)

This is an extremely interesting story. It is a little girl's dream of the children of other lands.

67. Stories of Bird Life. T. G. Pearson. B. F. Johnson Co., Richmond, Va.60c
(5)

This is an interesting story of the life of many of our Southern birds.

68. American Indians. Frederick Starr. D. C. Heath & Co., New York45c
(6)

This is an account of the various tribes of American Indians.

69. Black Beauty. Anna Sewell. University Pub. Co., N. Y.30c
(4)

The best book ever written to inculcate the spirit of kindness to the horse.

70. Emmy Lou. George Madden Martin. McClure's, N. Y. ...\$1.50
(G)

The story of the progress of Emmy Lou through the school.

71. The Jungle Book. Rudyard Kipling. The Century Co., New York\$1.50
(G)

This book portrays the animal life of the jungle.

72. The Knights of the Round Table. W. H. Frost. Scribners' Sons, New York\$1.50
(G)

This book tells the story of King Arthur and his Knights of the Round Table in a very fascinating manner.

Classified by Grades.

NOTE.—For convenience the marginal numbers refer to the same numbers in the preceding list.

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|---|--|
| <p>I.</p> <p>1. Classic Stories for Little Ones, Mrs. L. B. McMurry.</p> <p>24. Æsop's Fables, Mara L. Pratt.</p> | <p>64. Hiawatha Primer, Florence Holbrook.</p> <p>65. Grimm's Fairy Stories, P. P. Claxton and M. W. Haliburton.</p> |
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67. Stories of Bird Life, T. Gilbert Pearson.
- 6.
4. Paul Jones, Hutchins Hapgood.
9. Tales of Troy, Charles De Garmo.
30. The Courtship of Miles Standish, Longfellow.
35. Enoch Arden and other Poems, Tennyson.
36. The Last of the Mohicans, James Fenimore Cooper.
43. The Children of the Cold, Frederick Schwatka.
45. The Deerslayer, James Fenimore Cooper.
49. The Odyssey of Homer, William Cullen Bryant.
68. American Indians, Frederick Starr.
- 7.
37. Hans Brinker: or the Silver Skates, Mary Mapes Dodge.
48. George Washington, Horace E. Scudder.
62. Century Book for Young Americans, Elbridge S. Brooks.
- 8.
26. Story of Ancient Peoples, Emma J. Arnold.
27. Essays from the Sketch Book, Washington Irving.
28. The Vision of Sir Launfal and Other Poems, James Russell Lowell.
31. Evangeline, Longfellow.
46. Two Little Confederates, Thomas Nelson Page.
47. Andrew Jackson, William G. Brown.
3. Southern Poets, Weber.
- GENERAL.
5. The Eugene Field Book, Mary E. Burt and Mary B. Cable.
6. Alice's Adventures in Wonderland, Ed. by Florence Milner.
20. Little Women, Louisa M. Alcott.
22. The Arabian Nights, Everett E. Hale.
40. The Birds' Christmas Carol, Kate Douglas Wiggin.
44. Tom Brown's School Days, Thomas Hughes.
50. Little Lord Fauntleroy, Frances Hodgson Burnett.
51. Uncle Remus: His Songs and Sayings, Joel Chandler Harris.
52. Birds and Bees Sharp Eyes, John Burroughs.
53. Ivanhoe, Sir Walter Scott.

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| 54. Wild Animals I Have Known, Ernest Thompson-Seton. | 60. Little Men, Louisa M. Alcott. |
| 55. A Midsummer Night's Dream, William Shakespeare. | 61. Silas Marner, George Eliot. |
| 56. The Comedy of the Tempest, William Shakespeare. | 63. Pilgrim's Progress, John Bunyan. |
| 58. The Vicar of Wakefield, Oliver Goldsmith. | 69. Black Beauty, Anna Sewell. |
| 59. Kenilworth, Sir Walter Scott. | 70. Emmy Lou, Mrs. George Madden Martin. |
| | 71. The Jungle Book, Rudyard Kipling. |
| | 72. Knights of the Round Table, William Henry Frost. |

Cost.

The list price of the above-named seventy-two books aggregates about \$40. An average discount of 25 per cent. may be obtained on orders for school libraries, which will mean that the actual cost of such a library will be about \$30.

A RURAL SCHOOL LIBRARY.

The following is the above list of books by authors and titles:

Andrews' Seven Little Sisters, Baldwin's Old Stories of the East, Baldwin's Old Creek Stories, Andrews' Each and All, Andrews' Stories Mother Nature Told, Pratt's Legends of the Red Children, Holbrook's Hiawatha Primer, Eggleston's Great Americans for Little Americans, Baldwin's Fifty Famous Stories Retold, Scudder's Life of George Washington, Hawthorne's Wonder Book, Pearson's Stories of Bird Life, Longfellow's Evangeline, Longfellow's Miles Standish, Tennyson's Enoch Arden, Lowell's Vision of Sir Launfal, Longfellow's Song of Hiawatha, Shakespeare's Midsummer Night's Dream, Shakespeare's The Tempest, Claxton's Grimm's Fairy Stories, Carroll's Alice in Wonderland, Baldwin's Fairy Stories and Fables, Bradish's Old Norse Stories, McMurry's Robinson Crusoe, Eliot's Silas Marner, Goldsmith's Vicar of Wakefield, Hughes' Tom Brown at Rugby, Hale's Arabian Nights, Irving's Sketch Book, Bunyan's Pilgrim Progress, Swift's Gulliver's Travels, Shaw's Big People and Little People of Other Lands, Shaw's Discoverers and Explorers, Wiggin's Birds' Christmas Carol, Ruskin's King of the Golden River, Alcott's Little Men, Alcott's Little Women, Burnett's Little Lord Fauntleroy, Page's Two Little Confederates, McMurry's Classic Stories for Little Ones, Brooks' Century Book for Young Americans, Arnold's Story of Ancient Peoples, De Garmo's Tales of Troy, Cooke's Story of Ulysses, Yonge's Little Lucy's Wonderful Globe, Kirby's Aunt Martha's Corner Cupboard, Pratt's Stories of Colonial Children, Chase and Clow's Stories of Industry, Vols. I and II, Schwatka's Children of the Cold, Bryant's Homer's Odyssey, Sewell's Black Beauty, Scott's Ivanhoe, Martin's Emmy Lou, Mulock's Little Lame Prince, Harris's Uncle Remus: His Songs and Sayings, Dodge's Hans Brinker, Cooper's Deer Slayer, Cooper's Last of the Mohicans, Scott's Kenilworth, Andrews' Ten Boys on the Road from Long Ago to Now, Kipling's Jungle Book, two volumes, Thompson-Seton's Wild Animals I Have Known, Hapgood's Paul Jones, Brown's Andrew Jackson, Burt's Eugene Field Book, Andersen's Fairy Tales, Starr's American Indians, Burrough's Birds and Bees Sharp Eyes, Frost's Knights of the Round Table, Weber's Southern Poets.

SOME BOOKS FOR THE RURAL HOME.

The following list of books should be added to the rural school library as soon as possible after it is established. The whole list can be bought for about \$7.50. The books are all of great value in making country life more attractive and profitable.

Farm Poultry. Watson, G. C., Macmillan\$1.25

One of the Rural Science Series. Practical handbook, treating of breeds, buildings, feeding, marketing, diseases and pests.

Fruit Harvesting, Storing, Marketing. Waugh, F. A. Orange, Judd Co., N. Y.\$1.00

This is a guide to picking, sorting, packing, storing, shipping, and marketing fruit. Has working illustrations.

Insect Book. Howard, L. O. Doubleday, Page & Co.\$3.00

This is a popular account of bees, wasps, ants, grasshoppers, flies, and other North American insects, with life histories, tables and bibliographies. Illustrations in black and white. Butterflies, moths, beetles are omitted.

Home Nursing. Harrison, E. Macmillan Co., New York.....\$1.00

The Baby, His Care and Training. Wheeler, M. Harper, New York\$1.00

How to Get Strong and How to Stay So. Blaikie, William. Harper, New York\$1.00

A system of exercises for the development of all the muscles. There is advice for daily exercise.

Walden. Thoreau, H. D. Houghton, Mifflin & Co., Boston.....\$1.50

Garden Making. Bailey, L. H. Macmillan Co., New York.....\$1.00

Principles of Agriculture. Bailey, L. H. Macmillan Co., N. Y....\$1.25

The Chemistry and Nutritive Value of Food. U. S. Agricultural Department, A. C. True, Washington, D. C.Free

Ask for Bulletins Nos. 13, 17, 23, 28, 34, 35, 43, 48, 50, 45, 67, 63, 85, 74, 128, 121, 112, and 93.

Nature Study and Life. Clifton F. Hodge. Ginn & Co.\$2.00

This is one of the best books yet written on the subject of nature study. It is such a book as every teacher and parent will desire to read.

ADDITIONAL BOOKS FOR THE RURAL LIBRARY.

The following twenty-seven books will cost about \$15.00. It should be the object of rural communities to obtain them after the foregoing list has been obtained. The figures refer to grades; the letter "G" means "general." Such books may be read by the children of several grades or by the teacher to the children. Parents will certainly be interested in all the books.

Alexander Hamilton. Charles A. Co-nant. pp. 145. Houghton, Mifflin & Co.50c
(8)

A very readable and interesting story of Hamilton.

John Marshall. James B. Thayer. pp. 156. Houghton, Mifflin & Co.50c
(8)

This is a good short biography.

Thomas Jefferson. H. C. Merwin. pp. 164. Houghton, Mifflin & Co.50c
(8)

One of the Riverside Biographical Series, and a readable, short biography of Jefferson.

Undine. La Motte-Fouque. Ginn & Co., New York.....50c
(7)

This is the story of a water fairy, and is one of the best specimens of pure romance to be found in any literature.

Lays of Ancient Rome. T. B. Macaulay. American Book Co., New York55c
(6)

Plutarch's Lives. Edwin Ginn. Ginn & Co.45c
(G)

This edition contains a historical introduction to each life by Prof. W. F. Allen.

Star Land. Sir Robert Ball. Ginn & Co.\$1.00
(G)

This is a book of talks to young people about the wonders of the heavens.

Legends of the Middle Ages. H. A.

Guerber. American Book Co., \$1.50
(G)

The children should have access to those stories on which a great deal of our literature is based. This is perhaps the most entertaining collection of Middle Age stories yet published.

Stories from English History. H. P.

Warren. D. C. Heath & Co., .65c
(7)

This book contains interesting and picturesque stories of important events and characters in English history from the Roman Invasion to the present time. Especial attention is given those events and characters that have influenced American history.

Tales from the Travels of Baron

Munchausen. Edited by Dr.
E. E. Hale. D. C. Heath &
Co.20c
(4)

These stories have been appropriated by the children with that instinct which has led them to make Gulliver and Robinson Crusoe their own.

Mother Goose. Charles Welsh. D.

C. Heath & Co.30c
(1)

This is a new presentation of the Mother Goose Rhymes and Jingles. They are arranged in four divisions: mother play, mother stories, child play, and child stories. The illustrations are such as the youngest child can understand and appreciate.

Jackanapes. Mrs. Ewing. D. C.

Heath & Co.20c
(4)

This is a charming tale and teaches lessons of manliness and truth. It is edited by Prof. W. P. Trent.

Lives of Poor Boys who Became

Famous. Mrs. Sarah Bolton.
Thomas Y. Crowell Co., New
York\$1.50
(G)

Lives of Girls who Became Famous.

Mrs. Sarah Bolton. Thomas Y.
Crowell Co., New York....\$1.50
(G)

Red Rock. Thomas Nelson Page.

Scribners' Sons, New York..\$1.50
(G)

First Book in Geology. N. S. Shaler.

D. C. Heath & Co., New York, 60c
(G)

World's Painters and their Pictures.

D. L. Hoyt. Ginn & Co., New
York\$1.25
(G)

Adventures of a Brownie. Dinah M.

Mulock. pp. 159. Educational
Publishing Co.40c
(2)

This book describes the doings of a mischievous fairy in a household of children.

David Copperfield. Charles Dickens.

University Publishing Co., New
York30c
(7)

Poems of Knightly Adventure (Ten-

nyson, Arnold, Macaulay, Low-
ell). University Publishing Co.,
New York30c
(7)

Swiss Family Robinson. Wyss. Uni-

versity Publishing Co., New
York30c
(4)

Blue Fairy Book. Andrew Lang.

Longmans & Co., New York, \$2.00

This is a delightful collection of the best fairy tales.

Note.—To be read by teacher to the younger children.

Gods and Heroes. R. E. Francillon.

Ginn & Co., New York.....40c
(5)

These are delightful stories of Saturn, Jupiter, Diana, Orion, and many others.

The American Citizen. Charles F.

Dole. D. C. Heath & Co.90c
(G)

Contains the chief facts and principles which should be the possession of every good citizen.

Stories of Indian Children. Mary

Hall Husted. Public School
Pub. Co.40c
(2)

This book portrays the family life of the Indians in a way that will interest the youngest children.

gives the stories of Bacon, Watt, and other great inventors.

Stories of Invention. Edward E. Hale.

The Young Citizen. Charles F. Dole.

Little, Brown & Co.\$1.00

D. C. Heath & Co.45c
(G)

(G)

This book is one of the most readable of that class of books which tells of the duties of the citizen of our republic.

This book is one of rare interest. It

Where to Get Books.

The books mentioned in the lists suitable for rural libraries, reference books, etc., may be ordered through local booksellers; or from the Baker-Taylor Co., New York, or from A. Flanagan, Chicago, or from John Wanamaker, New York. The lists of books should be submitted and prices obtained from book-sellers before ordering.

RURAL LIBRARIES IN THE SOUTH.

Something About Rural Libraries in North Carolina, Georgia, and Other Southern States.

Rural Libraries in North Carolina.

Five thousand dollars, it will be remembered, was appropriated by the General Assembly of 1901 to aid 500 libraries, not more than six in any one county. Under this Act six State-aided libraries have been established in every County in the State except those named herewith; four of these (Alexander, Carteret, Clay, and Jones) have no libraries at all, and the others have less than six:

Alexander none, Ashe 1, Bladen 1, Brunswick 5, Burke 2, Camden 1, Carteret none, Caswell 4, Cherokee 4, Clay none, Columbus 5, Currituck 3, Dare 3, Davie 4, Gaston 3, Graham 2, Halifax 5, Harnett 5, Haywood 4, Hertford 1, Hyde 5, Jones none, Macon 3, Martin 1, McDowell none, Pamlico 3, Pender 1, Polk 2, Swain 2, Transylvania 3, Tyrrell 1, Watauga 4, Yadkin 5.

The legislature of 1903 appropriated another \$5,000 to aid six more libraries in each county until the appropriation be exhausted. Superintendent Joyner has continued to draw on the 1901 appropriation for those counties which have not reached their legal quota, but sixty-six applications from counties which had reached this limit have now been acted on, as follows:

Beaufort 2, Buncombe 3, Edgecombe 4, Forsyth 6, Granville 2, Greene 2, Iredell 6, Jackson 6, Lincoln 1, Madison 1, Mecklenburg 6, Mitchell 2, Moore 1, New Hanover 3, Person 1, Randolph 6, Rowan 1, Sampson 3, Vance 1, Wayne 6, Wilkes 3.

Already many applications for aid from the new appropriation have been received, and Superintendent Joyner confidently predicts that before the next Legislature meets, North Carolina will have one thousand State-aided rural school libraries. Then there are others established entirely by private gifts. In one county (Durham) adjoining that in which the writer lives, a wealthy citizen continued the good work begun by the State. He offered to duplicate amounts raised too late to secure State aid, and as a result every one of the forty white schools in that county has a library.

It will be seen, therefore, that 487 of a possible 500 libraries have been aided under the 1901 appropriation, and 66 of a possible 500 under the 1903 appropriation. Only \$130 of the first \$5,000 is still available—enough to aid thirteen more libraries in the several counties named in our first list; while \$4,340 of the second \$5,000 is available—enough to put 434 libraries in the several counties except the five named in our second list (Forsyth, Iredell, Jackson, Mecklenburg, and Wayne) as having reached the legal limit, six. Any school in any county, except these five, can now get a library by raising \$10 or more by private subscription, setting apart \$10 of its school fund, and applying for the \$10 provided by the State appropriation.

Moreover, the legislature of this year set apart \$2,500 to be used in buying new books for schools already having libraries—\$5 to be given by the State, \$5 by individuals, and \$5 from the district school fund. So far only seven schools have availed themselves of this offer.

Superintendent Joyner looks for a great increase in the number of applications, both for new libraries and for supplementary libraries, soon as the public schools open this fall.—*Progressive Farmer*, September 29, 1903.

There are 223 rural school libraries in Texas. These libraries contain a total of 23,196 volumes. There are 307 school libraries in towns and cities, containing 85,228 volumes. All these libraries are small and were begun by small appropriations from local taxation made by the boards of school trustees, or by receipts from entertainments, or by private donations.

Very little has been done toward establishing rural libraries in Arkansas. It is unlawful in that State for school directors to use any public money for buying books.

Rural Libraries in Georgia.

In 1900 there were 349 school libraries in Georgia, permanent or circulating from school to school. The value of these libraries was \$30,161. There were, at that time, forty-nine counties without any school libraries. Since that time some libraries have been put in nearly all of those forty-nine counties, while the number of libraries has been increased in the other counties. Perhaps the best part of it is that the sentiment in favor of libraries has become so strong that there are apologies where libraries are not found in the schools. I feel sure that the library bill will pass the House of Representatives next summer, as it has already passed the Senate. This library bill will give us a permanent fund for library purposes.—JOSEPH S. STEWART, Athens, Georgia, September 28, 1903.

A Farmers' Library in Texas.

The Women's Federation of Texas has fifty-seven traveling libraries now in operation. One of the most interesting things that is being done in the way of library promotion in any of these federated clubs is the Farmer's Library of Fort Worth. The following account of that library movement is of great interest:

The Farmers' Library of Fort Worth was organized on November 12, 1901, under the management of the Coöperative Magazine Club, its object being the distribution of literature to residents of Tarrant County, excluding the residents of Fort Worth; to encourage a desire for information and cultivate the habit of mutual improvement. Our aim is especially to reach the young people and open their minds to the vast storehouse of knowledge which earnest effort will always secure. After almost a year of the greatest success we feel privileged to claim the Farmers' Library as a permanent institution for progress and improvement. A room in the court house was secured and fitted up comfortably and attractively so that it might serve as well for a rest-room. By individual effort the plans of the club were laid before the town-people and contributions of magazines and periodicals solicited. The response was generous and adequate to the demand, and some 15,000 or more magazines and books today are in the homes of our country friends. They come and make their own selections, or the acting librarian often does it for them. We find that to give one family a large number and let them distribute them as called for by their neighbors works well. We send out great numbers through the county teachers, who have taken a great interest in the enterprise. These magazines are not to be returned, but kept in circulation. By this method we feel that there is no reading against time, which would be impossible for farmers and their families. Through the press and in every practical way we notify them that the books are here and can be had any day or time. And that so many have accepted this opportunity gives evidence of a great eagerness in both old and young for mental food. One has only to go into the country homes to realize how few of them are supplied with

any reading matter more than the county paper. One development of the original idea is that many members have taken the names of boys and girls in the county, and each month send them a new magazine by mail. In some cases a correspondence has been established which no doubt is both a pleasure and a benefit. It may be plainly seen that the plan as carried out is simply a use for what might otherwise be a waste in our homes—a benefaction easily bestowed, and gratefully received—and it is to be hoped that in time every city in the State of Texas will have similar organizations. For this work any energetic and willing woman has the means at hand, and it is with the hope of awakening such women to their own possibilities for helping others that this resumé of the work in Fort Worth has been written. — Mrs. R. M. WYNNE, Fort Worth, Texas.

Rural School Libraries in Alabama.

The library work of the women's clubs of Alabama is yet in its infancy. These clubs have about eighteen libraries at present, which will be lent to any rural school teacher who will send \$1.00 to defray the freight charges. Each one of these libraries contains twenty-five books packed in a neat wooden case.

Alabama does not give State aid to school libraries.

The Helen Keller Library Club, of Tuscumbia, a city of 2,500 inhabitants, during the past ten years has built up a library of more than 2,000 volumes, and has bought and furnished a two-story brick building, centrally located, which is used for the library home. The library books circulate largely among the operatives of the railroad shops of Tuscumbia.

Several of the federated clubs of Montgomery united some time ago to work for a public library in that city. Their labors have culminated in the establishment of the Carnegie Library of Montgomery, which is now nearing completion.

Rural Libraries in Forsyth County, North Carolina.

When the Woman's Association for the Betterment of Public School Houses began work in Forsyth County, something over a year ago, five white rural schools and one colored school had rural school libraries. Members of the Association visited thirty-four schools during the year, and twenty out of the thirty-four promised to work for rural school libraries. Eight of the twenty schools soon raised the necessary amount to buy small libraries. The money was raised by means of school entertainments and lawn parties. Mr. Robert C. Ogden gave one school a library and a set of Perry pictures. Mr. Henry Fries, of Salem, gave \$10 to the Woman's Association Library Fund. Ten small libraries have been given the Association from time to time for distribution among the neediest schools. Miss Clayton Candler, of Winston-Salem, and the members of the Round Dozen Club have donated a circulating library.

Traveling Libraries in Mississippi.

Third annual report of the State Chairman of Traveling Libraries Committee to the Convention of the Mississippi Federation of Women's Clubs at Okolona, assembled May 1, 1902, says:

My last report, submitted April, 1901, showed that eight traveling libraries had been collected and circulated by four of our federated clubs, namely: The Fortnightly Club, Meridian; The Twentieth Century Club, Vicksburg; Woman's Literary Progressive Club, Natchez; and the Twentieth Century Club, Kosciusko. These libraries contained in the aggregate 385 books, 350 magazines and in addition a number of paper-bound books and periodicals. A collection of papers and magazines has been sent to the public school teacher at the Kosciusko Cotton Mills for free distribution in the homes in that vicinity. These are not expected to be returned. One of the literary clubs of Attala County is now enjoying one of these libraries, and two await the convenience of the farmers in sending for them. Winter roads and spring work are obstacles in the way of moving these libraries, which only the farmers can justly estimate and can not readily overcome; therefore the committees possess their souls in patience, believing that

when delays occur they are not the result of indifference, but of necessity. Though circumstances have been rather inauspicious for developing a traveling library interest with us this year, there is much to encourage and stimulate further effort. The work, accomplished by these four clubs is exceedingly gratifying, and illustrates the wonderful possibilities that lie within the grasp of clubs that are willing to put forth the same efforts in this good cause. The movement is a new one with us, and perhaps the club women do not fully understand and appreciate its nature and object.

The object of the Traveling Library Committee of Mississippi is to get each club interested to the extent of collecting and circulating one set of books by the next convention of our Federation in 1903, when we hope, by showing this unity of plan, to induce our State legislature to establish a State Library Commission.

When there is doubt as to a suitable place to send books, the County Superintendent of Education will furnish lists of places where they will be both needed and appreciated.

The value of a traveling library in isolated country homes can not be overestimated. We know from our own experience and observation that the eye rather than the ear is "the great gate to the human soul."—MRS. C. L. ANDERSON, State Chairman Traveling Library Committee.

A Traveling Library in Georgia.

The Cherokee Club Traveling Library, Cartersville, Georgia, has 300 volumes. This woman's club sends these books in small numbers to the different schools in the surrounding counties. The following is a representative list of books in one of the sub-sections of this library sent out during the past year:

Stories of Great Americans for Little Americans, Wonder Book for Girls and Boys, The Child's Book of Health, The Birds' Christmas Carol, Old Friends with New Faces, A Child's Story of the Bible, Paul and Virginia, How to Keep Well, Our Mutual Friend, Black Beauty, The Model Mother, A. B. C. Book, The Little Minister, Red Rock, Henry W. Grady, The Throne of David, Lessons from Insect Life, Data Library, Captain January, Facing Death, Young Marooners, Melody, Mariner's Island, Æsop's Fables, A Boy's Workshop.

Waco Traveling Library.

The Waco Woman's Club six years ago started out a Traveling Library of between six and seven hundred volumes to be circulated only in the smaller towns and villages of McLennan County. The library is divided into sixteen cases, one case remaining in a town three months, when the circuit is shifted. We are much gratified at the success of our work and the great good we feel we are doing, especially as through our library we have been the means of establishing several public libraries—the one at McGregor, Texas, being one of the largest and most successful. Our Club has also furnished our public schools with sanitary drinking barrels besides inaugurating and fostering a most lively interest in all things pertaining to our school.—MRS. W. O. WILKES, Waco, Texas, September 27, 1903.

A Georgia County Traveling Library.

The public school teachers of Upson County, Georgia, at their annual institute recently organized a county circulating library. The teachers themselves raised a considerable amount of money for this purpose and others contributed additional funds. A committee was appointed by the teachers to select and to purchase books for the library and to make all necessary rules and regulations for putting it into successful operation.

The County School Commissioner of Upson County, is to have the custody and control of the library, his office being the depository for all the books not in the hands of the rural schools. The library is divided into as many sections as there are rural schools in the county. Each school is to be provided with a suitable bookcase for the safekeeping of the library books while in its possession. Each rural teacher is a local librarian and is charged with the books by the County

School Commissioner when they are taken from the depository and credited with them when they are returned.

Rural School Libraries in South Carolina.

In response to an inquiry sent out by State Superintendent O. B. Martin, the county superintendents of South Carolina, on August 10th, 1903, reported sixteen rural school libraries in the State containing an aggregate of 1,450 volumes.

The South Carolina Federation of Women's Clubs has sixty-four traveling libraries, which circulate in almost every county in the State. The railroads transport these libraries free of charge. The Federation began this work in 1898.

Women's Federation Library Work in Tennessee.

The Committee on Public Schools, through its Chairman, makes the following report for 1903:

We wish that it were possible to report a great deal of work accomplished in this department during the past year. In some of the clubs ladies have been appointed to visit schools and they have done so, thereby lending their influence and assisting the teachers. Some pictures have been donated, by way of school-room decoration.

The Ossoli Circle furnished seeds, obtained from the Agricultural Department at Washington, to many of the children in the schools, and the boys raised vegetables, and the girls flowers. They then wrote letters to the committee, describing their work, and prizes were awarded for the best vegetable beds and for the best flower beds.

In Johnson City they have not only visited the schools, and children of club members have carried pictures, but the women are using their influence in the effort being made to obtain another building, which is greatly needed.

The Tuesday Club, of Maryville, seems to be the banner club in public school work this year, and what they have accomplished can be undertaken, at least, by every other club. Therefore we submit their report in full.

In the Tuesday Club a committee of three was appointed to look after the work of the public school. This committee asked for a meeting with the teachers for general discussion of the needs of the school and to learn how the club might be of use. The teachers were interested and pleased, and asked for books and visits to the school from club members. They were willing to have the club women undertake anything they proposed.

A report of this meeting secured a donation of over sixty books from the clubs; some of these, by request of the teachers, being text-books for poor children, supplementary reading on special subjects, books of reference, and those which would be of practical use to the teachers. In addition to the books, charts, clippings and pictures were given.

Through the Educational Publishing Company, of Atlanta, a definite opportunity was given this committee of securing a small permanent library for the school. The method of obtaining books through this company is given in detail, as it may be of use to other clubs. This company publish a quantity of books, classics, etc., well printed in cheap yet durable form. Their lists give the titles of scores of books which children ought to read. This company send, on application, any number of slips called the Hawthorne Certificate; these are given the children as a means of securing small sums from their friends. By means of these the children in the Maryville schools secured enough money to get a library of thirty volumes, which came in a locked box that serves as a bookcase. The teachers report that these were eagerly read by the children, who took a pride in the library which they helped obtain. As a means of beautifying the school-room, plants were placed in the windows. The committee from the club visited the school several times, and on two occasions talked to the children.

—MARY LUCAS PROUDFIT, Chairman.

The names of the Traveling Libraries in Tennessee under the control of the Women's Federation:

No. 1, loaned by Ossoli Circle, Knoxville, 61 vols.; No. 2, W. E. & I. U., Knoxville, 70 vols.; No. 3, Kosmos, Chattanooga, 50 vols.; No. 4, Woman's Club, Chattanooga, 50 vols.; No. 5, Woman's Club, Peabody Normal, 68 vols.; No. 6, Woman's Club, Peabody Normal, 68 vols.; No. 7, Ossoli Circle, Knoxville, 46 vols.; No. 8, Maryville Club, 30 vols.; No. 9, Germania, Memphis, 50 vols.; No. 10, Woman's Club, Memphis, 69 vols.; No. 11, Woman's Club, Memphis, 67 vols.; No. 12, Chilhowee Club, Maryville, 70 vols.; No. 13, Chilhowee Club, Maryville, 70 vols.; No. 14, Chilhowee Club, Maryville, 60 vols.; No. 15, Beaumont Library, Ossoli Circle, 80 vols.; No. 16, Woman's Club, Memphis, 63 vols.; No. 17, Woman's Club, Memphis, 64 vols.; No. 18, Vanity Fair Club, Memphis, 58 vols.; No. 19, Juvenile Library, Ossoli Circle, 50 vols.; No. 20, Mary Bowen Library, Ossoli Circle, 80 vols.; No. 21, Ossoli Circle, 50 vols.; No. 22, Mission Ridge Club, Chattanooga, 50 vols.; No. 23, Juvenile Library, Mission Ridge Club, 60 vols.; No. 24, Monday Club, Johnson City, 86 vols.; No. 25, 20th Century Club, Nashville, 50 vols.; No. 26, Juvenile Library, Woman's Club, Chattanooga, 92 vols.; No. 27, Monday Club, Johnson City, 38 vols.; No. 28, Mission Ridge Club, 100 vols.; No. 29, University of Tennessee, 55 vols.; No. 30, University of Tennessee, 50 vols.; No. 31, Reading Circle, Chattanooga, 50 vols.; No. 32, Brigham Library, 70 vols.; No. 33, Longfellow Library, 60 vols.; No. 34, Woman's Club, Chattanooga, 50 vols.; No. 35, University of Tennessee, 50 vols.; No. 36, Woman's Club, Chattanooga, 50 vols.; No. 37, Newcomer Library, 50 vols.; No. 38, Woman's Club, Chattanooga, 50 vols.; No. 39, Juvenile Library, Woman's Club, Chattanooga, 50 vols.; No. 40, Concord Library, 70 vols.; No. 41, Biddle Library, Knoxville, 50 vols.; No. 42, Richards Library, 50 vols.; No. 43, Uxbridge Library, 50 vols.; No. 44, Kosmos, Chattanooga, 50 vols.; No. 45, History Library, 50 vols.; No. 46, Lend-a-Hand, No. 1, 50 vols.; No. 47, Woodworth Library, Chattanooga, 50 vols.; No. 48, Lend-a-Hand, No. 2, 50 vols.; No. 49, Chilhowee Club, Maryville, 60 vols.; No. 50, Kosmos, Chattanooga, 50 vols.; No. 51, Juvenile Library, Woman's Club, Memphis, 50 vols.; No. 52, Boston Library, 50 vols.; No. 53, Tuesday Club, Maryville, 60 vols.; No. 54, 19th Century Club, Memphis, 50 vols.; No. 55, Biddle Library, Knoxville, 50 vols.; No. 56, Boston Tea Party, D. A. R., 75 vols.; No. 57, Eleanor Brigham, 75 vols.; No. 58, Biddle Library, 50 vols.; No. 59, Chelsea Library, 67 vols.; No. 60, Woman's Club, Harriman, 50 vols.; No. 61, Dora Roberts, 75 vols.; No. 62, Mary Eleanor Woodward, Ossoli Circle, 50 vols.; No. 63, Baker-Himel, No. 1, 65 vols.; No. 64, Baker-Himel, No. 2, 60 vols.; No. 65, Lend-a-Hand, No. 3, 50 vols.; No. 66, Girls' Friendly Society, Knoxville, 50 vols.; No. 67, Knoxville W. C. T. U., 80 vols.; No. 68, 19th Century Club, Memphis, —; No. 69, Leighton, 67 vols.

There are fifty rural school libraries in Shelby County, Tennessee, with an average number of volumes of fifty each. The public schools of Shelby County have a supplementary reading course in each of the eleven grades which gives the pupils some introduction to good literature. There is also one juvenile traveling library which circulates in Shelby County, presented by the Woman's Club of Memphis.

Library Work of New Orleans Clubs.

At the meeting of the Louisiana State Federation of Women's Clubs held last November, the feasibility of some movement by which the rural districts of the State could be supplied with good literature was earnestly discussed.

As a tentative plan, it was suggested that the Clubs fortunate enough to possess a library should keep a number of the books in circulation in districts where it is difficult to obtain good reading matter.

The Woman's Club of this city became an enthusiastic advocate of the plan, and in December of last year sent its first case of books upon its mission. A second case has followed, and before long a third and a fourth will be on the road. It was decided by the Club to keep the books in the southern part of the State, as the work could more easily be kept under home supervision. A person, well known to the Club, in each locality has charge of the distribution, circulation, and re-shipment of the books. The first case of books was sent to Fort St. Philip. It remained there for three months and was then forwarded to Buras, La., and a second case took its place. Each case contains fifty books and

ten magazines, of as varied a nature as our library will permit. The cases, so far, have contained the following authors and subjects: Novels, including Dickens, Thackeray, and Eliot; History, books from the Chautauqua Course and the Epworth League Course; Travel and Biography, Psychology.

The Woman's Club was the first club to put the plan into operation. The work has met with appreciation, as is evidenced by letters from the districts to which the books have been sent.

It is not specified that the books are for the use of school children, as they are for the use of any one in the locality who desires and can not obtain good standard reading matter. The Club has a library of about 600 volumes, and the number is on the increase. — MISS LILY RICHARDSON, New Orleans.

RURAL SCHOOL LIBRARY NOTES.

Pulaski County, Kentucky, has 116 district school libraries, with an aggregate of 4,497 volumes. No other county in Kentucky has so many rural libraries.

The Ladies' Library Society, of Jennings, Louisiana, decided, on Saturday, October 1st, to erect a handsome brick library building in that city. Work will be begun at once.

Arizona gives \$50 a year to the school library of every school district which has 100 children of school age.

Colorado allows its rural libraries the proceeds of an annual tax of one-tenth of one mill.

Illinois allows its rural libraries the proceeds of an annual tax not to exceed two mills on the dollar. Indiana allows one-fourth to one-third of a mill tax on the dollar to be spent for rural libraries. Iowa allows a one-mill tax to be thus expended.

The State of Kentucky gives \$10 for a rural school library to each school district that raises \$10 for the establishment of such a library. Maryland has the same kind of a law.

Massachusetts gives \$15 for a rural school library to each rural school that raises \$15.

New Jersey gives \$20 to establish a rural library in each rural school, and then appropriates \$10 annually thereafter to keep the library replenished with books.

The constitutions of Michigan and Minnesota make it obligatory on the legislatures of those States to maintain a free public library in each township.

Arkansas, Alabama, Georgia, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia have no rural school library laws.

Wisconsin sets aside ten cents annually for each child enrolled in the public schools and uses that sum to establish and maintain rural school libraries throughout the State.

There are now twenty-nine states in the Union which are appropriating money each year to establish and maintain rural school libraries.

Polk County, Tennessee, has thirty-nine rural school libraries, containing 1,560 volumes. Some of the books are the following: Sewell's *Black Beauty*, Franklin's *Autobiography*, Dickens' *Child's History of England*, Creasy's *Fifteen Decisive Battles*, Eggleston's *Hoosier School Master*, Sheldon's *In His Steps*, Bulwer's *Last Days of Pompeii*, Irving's *Life of Washington*, Bunyan's *Pilgrim's Progress*, Robinson Crusoe, Swiss Family Robinson, Tom Brown's *School Days*, Henty's *With Lee in Virginia*, etc.

WORK OF NEW YORK STATE LIBRARY.

During the year 1891 the State Library sent out 3,657 volumes, placing them in the leading libraries of the world; in 1902 it sent out, under the same system, 38,183 volumes, or more than ten times as many, not including the large number distributed by the Regents' office. This statement is made in the report for 1902 of Director Dewey of the New York State Library.

The State Library grew from 461,740 volumes in 1901 to 482,697 in 1902. In the library proper there are 274,720 volumes; in the traveling libraries, 62,159, and the duplicates number 145,818. Aside from the home education department, duplicates, library school collection, and library for the blind, additions for the year 1902 were 12,979 volumes, or 2,402 less than in 1901.

There are now in the university 209 libraries free for circulation, besides 107 registered libraries, or 316 in all. This year for the first time the public library work has received the attention of two Inspectors, resulting in personal examination of 309 libraries in fifty-five counties of the State. Of these, 180 received grants of public money during the year. There are now 521 free libraries under State inspection, with 2,314,414 volumes, circulating 9,435,226 volumes in the year, an average of 407 lendings for each 100 books. The twenty-nine libraries not under the Regents' inspection contain 284,058 volumes and circulated 628,477, or 221 issues for each 100 books, being only about half the activity of average similar libraries under State supervision.

There have been issued fifty-five certificates of approved circulation to enable libraries controlled by private corporations to obtain local subsidies. There was paid in cash to 243 libraries \$22,767.49, continuing to limit State grants to \$100 to each library. The applications were forty-three more than last year, and the amount paid \$3,167.98 greater; and yet it was smaller in amount than in any year from 1897 to 1900. The sums asked by the libraries within the limit of \$200 and which would have been paid if funds had been sufficient amounted to \$33,229.89, or \$10,462.40 more than could be granted.

The general summary for the year shows reports from 1,137 libraries containing 6,975,540 volumes. They added 464,751 books last year. The 550 free lending libraries report 2,598,472 volumes, an increase of 173,212, or 7 per cent. for the year.

Their circulation of 10,063,703 was 27,571 for each day, a gain of 2,221 daily, or 8 per cent. on last year. This circulation represents 387 issues to each 100 volumes, and 1,385 issues for each 1,000 of the population. A circulation of 5,492,400 is reported for the city of New York, an increase of 768,676, or 10 per cent. over last year.

A comparison of libraries in the forty-two cities of the State shows that in two of them, Cortland and Olean, there is no library free for circulation; in four, Cortland, Olean, Ithaca, and Troy, nothing is paid from public taxation for free library maintenance, and in twenty-three only does the library tax provide more than \$1,000 a year. There were ninety-nine library gifts reported for this State, \$124,780 in money, \$790,000 for buildings, 52,330 volumes, and 2,927 prints, etc. Of these, twenty-four gifts, amounting in value to \$671,000, were from Andrew Carnegie.

The traveling libraries now have 62,159 books in the collection, and lent last year 33,572 volumes to 530 borrowers. The library now has 1,420 wall pictures, 14,811 mounted photographs, 17,002 slides, and eighteen lanterns. There are 407 study clubs, of which seventy were added in 1902.

The library school has twenty seniors and twenty-nine juniors, from sixteen

different States and from Norway and Nova Scotia. The school has filled 1,010 library positions. The most important event of the year was the decision of the faculty to require after March 1, 1902, a degree from a registered college for admission to the school. The records show that of 363 students in the first sixteen classes, 253, or over two-thirds, had had college training.

For maintenance, \$103,889.80 was expended, being \$8,005 more than in 1901. This does not include \$22,767 granted to libraries, or \$3,167.98 more than in 1901. There was spent for books, \$15,230.64; for serials, \$4,610.72; for binding, \$5,374.19; for pictures, lanterns, and slides, \$4,189.25; a total of \$29,404.80, or \$1,337 more than in 1900.

The Director is led to make this explanation from the figures given: "Obviously with \$14,077.30 less for increasing our collections than two years ago, and with increased prices resulting from the recent organization of booksellers and publishers, which exacts pledges that only 10 per cent. shall be given to libraries from retail prices of books where we had had in many cases 40 per cent., it is remarkable that so good a showing has been made."

The Director makes his annual appeal for a new library building. He says: "I simply record again that, judging from the uniform experience of the great libraries all over the world, the State is making a serious economic as well as educational mistake in delaying provision for an adequate building for this great cyclopedic library. We require now a mile of new shelving each year for our additions. We have toward 200,000 volumes nailed up in boxes and stored in the malthouse on the north side of the city. The administration of the library costs each year more and more for extra labor involved because of the lack of space to arrange our resources conveniently. These difficulties grow worse very fast after overcrowding has begun. At best it will take some years to prepare plans, clear a site, and complete and equip an adequate building. If the work were begun this winter we should suffer severely before it could be completed. Every month's delay is making a bad matter worse."—*New York Times*, 1902.

MOVING FOR A LIBRARY COMMISSION.

The Texas Teachers' Association, the Texas Federation of Women's Clubs, and the Texas State Library Association are all working for the establishment of a Public Library Commission for Texas, whose duty it shall be to gather and distribute library information, recommend library legislation, publish lists of worthy books, and give advice, when requested, on all library subjects. In addition it is expected that such a Commission would render valuable services to the State along the following lines:

(1) Establish a system of traveling libraries by means of which small collections of choice books are loaned, without charge, from a central library to schools, clubs, villages and rural communities in all parts of the State. Experience in this line of work in other States shows that philanthropists will provide and direct their distribution.

(2) Take proper steps looking to the enlargement of the State library. This is now inadequately supported and crowded in a small room, consequently many of its books are almost inaccessible, while others are being damaged in the basement of the capitol.

(3) Establish a system of depositories in various centers of the State, or devise some other and better method for the distribution of all the State's publications.

(4) Provide suitable library facilities for the members of the legislature.

(5) Arrange for the maintenance of courses of instruction in library management in one or more of our State institutions.

Acts and Rules Governing the State Board of Library Commissioners of Michigan.

SECTION 1. The Governor, with the advice and consent of the Senate, shall appoint four persons, residents of this State, who, together with the State Librarian, who shall be a member *ex officio*, shall constitute a Board of Library Commissioners. Two members of said Board shall be appointed for a term of four years and two for a term of two years, and thereafter the term of office shall be four years. All vacancies occurring in the appointive membership of said Board, whether by expiration of term of office or otherwise, shall be filled by the Governor, with the advice and consent of the Senate.

SEC. 2. It shall be the duty of the Library Commission to give advice and counsel to all free libraries in the State, and to all communities which may propose to establish them, as to the best means of establishing and administering such libraries, the selection of books, cataloguing, and all other details of library management. In January of each year the Board shall make a report to the Governor of its doings, of which report one thousand copies shall be printed by the State printer for the use of the Board.

SEC. 3. It shall be the duty of all free libraries organized under the laws of the State, whether general or special, to make an annual report to the Board of Library Commissioners, which report shall conform as near as may be reasonable and convenient as to time, and form such rules as the Board may prescribe.

SEC. 4. No member of the Board of Library Commissioners shall receive any compensation for his services, except that the Board may appoint one of their number as Secretary, and such Secretary may receive such sum as shall be agreed upon by the Board, not exceeding three hundred dollars annually, for clerical services. The Board shall be entitled to expend a sum not to exceed five hundred dollars in any one year for supplies and incidentals and for the actual and necessary expenses of its members in the discharge of their duties. The accounts of the Board shall be audited by the State Board of Auditors, and paid out of the general fund.

SEC. 5. The Auditor-General shall add to and incorporate with the State tax for the year eighteen hundred and ninety-one, and every year thereafter, the sum of eight hundred dollars, to be assessed, levied, and collected as other State taxes are assessed, levied, and collected, which sum when collected shall be placed to the credit of the general fund to reimburse it for the sums authorized to be expended under this Act.

This Act is ordered to take immediate effect.

Approved June 1, 1899.

Rules Adopted by Board of Library Commissioners.

Free public libraries, township and public school libraries in the State of Michigan may become registered with the State Board of Library Commissioners by complying with the following rules, formulated by the Board:

- (1) All registered libraries must be free to the public.
- (2) The libraries must have a suitable custodian, and be placed in a room properly provided with book-shelves and tables. It must be open to the public at least two days in the week.
- (3) A township library applying for registration must agree to use the fines as provided in Article 13, Section 12, Constitution of Michigan, exclusively for library purposes.

The above-named section reads as follows:

SEC. 12. The legislature shall also provide for the establishment of at least one public library in each township and city, and all fines assessed and collected in the several counties and townships for any breach of the penal laws shall be exclusively applied to the use of such libraries, unless otherwise ordered by the township board of any township or the board of education of any city: *Provided*, That in no case shall such fines be used for other than library or school purposes.

- (4) A yearly report must be made to the State Board of Library Commis-

sioners by the officers of the registered libraries. Blanks for the report will be furnished by the Board.

The rules having been accepted, a certificate of registration will be issued by the Board to the applying library, which, by the transaction, will receive the following advantages:

(1) Registered libraries shall be entitled to receive from the Board of Library Commissioners advice and aid regarding the purchase, classifying and cataloguing of books, and information on all subjects relating to the care and management of libraries.

(2) Catalogues of the Michigan State Library shall be placed in all registered libraries, and a book or books may be borrowed from the State Library for a limited time by patrons of the registered library. These loans will be made on request of the local librarian, and transportation expenses must be paid by the borrower.

(3) Registered libraries may procure copies of State documents upon request made to the Secretary of the Board of Library Commissioners.

(4) Free public libraries incorporated under Act 164 of the Public Acts of 1877, and organized after the establishment of the Board of Library Commissioners, upon notification to the Board that they have an established library of at least one hundred volumes other than State or government documents, and upon furnishing a list of said books to the Board, may receive from the State a loan of one hundred volumes to be selected from the lists furnished by the Board, said books to be returned within six months unless an extension of time is granted by the Board.

PUBLIC LIBRARIES IN GEORGIA.

Atlanta.—The Carnegie Library of Atlanta some time ago received \$145,000 from Mr. Carnegie. A lot costing \$35,000, and 20,000 volumes, were donated by the Young Men's Library Association. The city of Atlanta appropriates \$7,000 annually to maintain the library. The library now has 24,000 volumes, 12,277 borrowers, and last year circulated 116,000 volumes.

Augusta.—The Young Men's Library Association has a paid membership of about three hundred members, and is free to the public for reference use. The city of Augusta has been offered \$50,000 by Mr. Carnegie on the usual conditions.

Columbus.—The Public Library of Columbus is an association library with a paid membership. The city of Columbus has been offered \$25,000 by Mr. Carnegie.

Dublin.—Dublin has been offered \$10,000 by Mr. Carnegie on the usual conditions. The city has accepted the offer, and a board of trustees has been appointed.

Newnan.—Newnan has received \$10,000 from Mr. Carnegie, under the usual conditions, and the building is under process of construction.

Macon.—The Macon Public Library is an association with paid membership. The Price Free Library was organized by ex-Mayor Price, and receives aid from the city government.

Washington.—The Mary Willis Library is free to the residents of Wilkes County, and is supported by endowment.

Savannah.—The Georgia Historical Society Library has been recently made free to the public, and is supported by an annual appropriation from the city government.

Brunswick.—The Brunswick Library Association has a paid membership, and is free as a reference library.

CARNEGIE LIBRARIES IN THE SOUTH.

Charlotte, N. C. — Carnegie building, \$25,000, opened July 1, 1903.

Chattanooga, Tenn. — Carnegie building, \$50,000, under construction.

Jacksonville, Fla. — Carnegie building, \$50,000, not yet commenced.

Norfolk, Va. — Carnegie building, \$50,000, nearing completion.

Nashville, Tenn. — Carnegie building, \$100,000, under construction.

Dallas, Texas. — Carnegie building, \$50,000, open to public.

Fort Worth, Texas. — Carnegie building, \$50,000.

Montgomery, Ala. — Carnegie building, \$50,000, ready about September 1.

THE INDIANA YOUNG PEOPLE'S READING CIRCLE.

The value of the Young People's Reading Circle to the school children of the State can hardly be overestimated. This Circle was organized and is being carried on with the thought that it is well to begin early in the life of the child to lead him to discover the real treasures in books and to form a taste for the best reading. None but the best books are selected. Many of them have a direct bearing upon the course of study, and help to enrich it. The books put new life and meaning into the school work of the children, and they are rapidly forming the foundations of libraries in the country and village schools. These libraries are not only of value to the school children, but they also profoundly influence for the better all the citizens of the community.

It is very gratifying to note the growth of interest in this Circle from year to year, as shown by the great numbers of children, patrons, teachers, and school officials identifying themselves with the work. These facts spur the board on to greater efforts, and as a result much better books are offered to the children from year to year. The board hopes that at least one set will be placed in each school this year.

Nearly all the larger cities and towns are supplied with libraries. Of the children in the country schools, only about one-half are now reached by the Circle. The other half are without access to any reading matter except that which is found in their school readers, the weekly newspapers, and often the trashy reading that always finds its way into the hands of children when good literature is not supplied. It is among these children, then, that the Young People's Reading Circle is trying to push its work. It is with these children that so much needs to be done. The work should receive the earnest, sympathetic coöperation of school officials throughout the State, to the end that not only all of the children in the towns and cities, but all of the children in the country may have access to the best books.

In a great many of the country schools the books have been purchased with money raised by the pupils and teachers; others were provided by the township trustees. The books include stories of travel, science, books on child-life, biography, history, poems and sketches, all of which will cultivate in the children a taste for good literature and direct them to high ideals.

The Reading Circle Board adopts the books to be read, notifies the school authorities where they may be bought, and offers inducements for reading them by giving certificates and diplomas. The work is growing constantly in extent and efficiency. Its promoters desire and deserve the earnest coöperation of the parents, teachers and school officials.

Certificates of membership will be given to members of the Circle for the reading of one or more of the books. When the certificate shows that the holder has been a member for four years, he will receive a diploma by presenting the certificate to the County Superintendent.

To be counted a member of the Circle a pupil must read *one* or more books on the list for the current year.

The following is the list of books for the year 1903-1904: Gates' *Story of the Live Dolls*, Little Golden Hood and Other Fairy Stories, Mulock's *Adventures of a Brownie*, Long's *Wilderness Ways*, Blanchard's *Worth His While*, Vawter's *The Rabbit's Ransom*, Leonard's *The Spectacle Man*, Pyle's *Some*

Merry Adventures of Robin Hood. Munroe's The Flamingo Feather, Fellows-Johnston's The Little Colonel's House Party, Pratt's Lincoln in Story, Lippmann's Dorothy Day, Warren's Stories from English History, Blanchard's A Heroine of 1812, Roosevelt and Lodge's Hero Tales from American History, Hart's Seven Great American Poets, Siriter's Nehe, A Tale of the Time of Artaxerxes.

The work of putting good books into the hands of the children parallels the work done for the teachers. There were 189,214 members in 1898-99, the children reading 458,544 books; 189,217 members in 1899-1900, reading 424,355 books. There were 564,807 children enrolled in the public schools last year. Of this number at least 200,000 were in the larger towns and cities, nearly all of which are supplied with good books. This leaves about 364,000 children in the country schools. As only fifty per cent. of these children are now reached by the Circle, there are at least 180,000 children without access to any reading matter except that which is found in their school readers, the weekly newspapers, and often the trashy reading that always finds its way into the hands of children when good literature is not supplied.

Organization of the Board of Directors, Indiana Reading Circles.

1. The Indiana State Teachers' Association hereby constitutes the Board of Directors for the Indiana Teachers' and Young People's Reading Circles, and adopts the following rules and regulations for its government.

2. The aforesaid Board of Directors shall be composed of seven members, including the State Superintendent of Public Instruction, who shall be *ex officio* a member of the Board. Of the remaining six members, at least one shall be a county superintendent, at least one a city superintendent, and the remainder shall be chosen from the teaching profession at large.

3. No member of a publishing firm, or agent of such firm, shall be eligible to membership on this Board. Should any member of this Board become a member of a publishing firm, or agent of such firm, within the term for which he was appointed to this Board, his membership herein shall immediately cease, and the State Teachers' Association shall at its next meeting fill the vacancy thus arising for the unexpired portion of said term.

4. The members of this Board, except the State Superintendent, whose membership shall be concurrent with his incumbency of the State Superintendency, shall be appointed by the State Teachers' Association in annual convention for a term of three years, or until their successors are appointed.

5. Should any member of the Board of Directors leave the teaching profession or quit active school work, his membership shall immediately cease. At each annual meeting of the State Teachers' Association the Association shall fill all vacancies for the unexpired portion of such terms.

6. The officers of this Board shall be a President, a Vice-President, and a Treasurer, who shall be chosen annually from the membership of the Board; and a Secretary, who shall not be a member of this Board, and shall be chosen annually. On the last day of each annual meeting of the State Teachers' Association, the members of the Reading Circle Board of Directors shall meet and organize for the ensuing year.

7. The members of the Board shall receive a per diem of four dollars and actual expenses for all time employed in discharging the duties devolving upon them as members of said Board; but no member shall receive any additional per diem or salary as an officer of the Board. The Board shall allow and pay the Secretary such reasonable salary as will be a fair compensation for the duties performed.

8. It shall be the duty of this Board to plan a course of reading, from year to year, to be pursued by the public school teachers of Indiana, to provide for examination on the said course, and to prepare questions for the same; to issue certificates to such teachers as pass the examinations satisfactorily, and to issue

diplomas to such teachers as pass the examinations in four successive years satisfactorily.

It shall also be the duty of this Board to plan a course of reading, from year to year, to be pursued by the pupils in the public schools of Indiana, and to make such rules and regulations as to examinations, certificates and diplomas, in the Young People's Reading Circle, as the Board may deem desirable and practicable.

It shall be the further duty of this Board to select the books to be read in such Teachers' and Young People's courses; to make the most favorable terms with the publishers as to prices of such books to members of the two Reading Circles, and to provide a plan for a convenient and inexpensive distribution of the books to the teachers and pupils.

9. At each annual meeting of the State Teachers' Association, this Board shall make a report of the receipts and disbursements for the year just closing and of such other items as in its judgment shall be of interest to the Association, or as the Association shall from time to time request. At each annual meeting of the Association an Auditing Committee shall be appointed for the coming year, to audit the books and accounts of the Reading Circle Board. At each meeting of the Association the report of this Auditing Committee shall be appended to the report of the Board of Directors, and shall be a part of the report of that Board to the State Teachers' Association.

10. This constitution, rules and regulations may be amended, revised, or annulled by a majority vote at any annual meeting of the Indiana State Teachers' Association.

PUBLIC LIBRARIES IN THE SOUTH.

The following is a summary of statistics of public, society, and school libraries of 1,000 volumes and over in the South in 1900, taken from the 1900 report of the United States Commissioner of Education:

	LIBRARIES REPORTING	VOLUMES	PAMPHLETS	INCREASE OF	
				LIBRARIES SINCE 1896	VOLUMES SINCE 1896
Virginia	64	489,646	37,211	14	148,241
North Carolina ..	57	285,251	28,125	17	66,494
South Carolina ..	39	256,571	39,091	7	24,153
Georgia	55	296,855	35,759	14	26,814
Florida	16	67,739	4,600	3	24,233
Tennessee	77	392,221	69,711	15	73,050
Alabama	43	196,521	29,588	15	79,184
Mississippi	30	160,733	23,342	1	6,137
Louisiana	40	253,974	40,475	13	40,246
Texas	69	246,881	41,022	30	115,659
Arkansas	28	181,884	34,930	11	94,284

Compare the above statistics with the following:

	LIBRARIES REPORTING	VOLUMES	PAMPHLETS	INCREASE OF	
				LIBRARIES SINCE 1896	VOLUMES SINCE 1896
Maine	111	701,982	115,915	18	159,316
New Hampshire..	143	723,560	155,609	21	127,760
Vermont	96	481,551	48,649	29	122,338
Massachusetts ...	571	6,633,285	1,150,277	77	1,182,888
Rhode Island	82	700,672	136,684	8	120,367
Connecticut	197	1,547,667	258,358	43	445,585
New York	718	7,496,509	1,803,828	146	2,245,162
New Jersey	154	1,150,774	160,108	60	349,622
Pennsylvania	401	3,974,577	538,819	71	1,009,816
Delaware	13	126,647	22,363	1	42,884
Maryland	80	1,175,253	175,792	13	189,923

STATE SUPERINTENDENTS MEET.

At the call of State Superintendent H. L. Whitfield, of Mississippi, the superintendents of six Southern States met at Atlanta, Georgia, on October 6th. The State Superintendents of North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Tennessee were present. The superintendents of the other Southern States did not attend. State Superintendent Mynders, of Tennessee, was made chairman of the meeting, and State Superintendent Joyner, of North Carolina, secretary.

It was the unanimous opinion of the meeting that the schools of the South were not doing what they should in developing the resources of the Southern States. It was the opinion, also, that the school terms are too short and that the counties and districts in each State should supplement the general appropriations for schools in order to make the term not less than eight months each year. The legislatures of the several Southern States, it was thought, should authorize a tax in the interest of high schools, and encourage the formation of high school districts.

It was the opinion of the superintendents present that the pay of teachers should be better, and that their qualifications should be raised. Attention was called to the prime need of better school houses and grounds. It was thought that the qualifications of county superintendents of education should also be raised, and that, in order to secure competent men, the salary attached to the office should be increased.

A committee was appointed, consisting of State Superintendent Mynders, of Tennessee, State Superintendent Joyner, of North Carolina, and State Superintendent H. L. Whitfield, of Mississippi, to prepare an address urging the people of the South to make more general advancement along educational lines, and especially to urge that the press give additional space to educational problems and their discussion. The next meeting of the State Superintendents will be held at Birmingham some time during the coming year.

AN ADDRESS.

Chancellor W. B. Hill, Bishop W. A. Candler, Hon. Hoke Smith, State Superintendent W. B. Merritt, and County Superintendent M. L. Duggan, all prominent Georgians, recently issued an address to the people of Georgia, relative to the McMichael Amendment to the State Constitution. The following extract from that address explains itself and the occasion of the address:

"In schools in Georgia taught by teachers whose average salary is only \$27 per month, we are teaching only 61 per cent. of the enrolled school population; giving the children in actual attendance less than six cents' worth of education per day for an average of only 112 days in the year. In the State which gives most largely to public education, the productive wealth for each inhabitant is \$260 per annum. In Georgia it is less than half of this sum.

"How are these conditions to be improved? We believe that the people of Georgia are both patriotic and intelligent enough to improve them, if they are free to do so; but they are not free. The resources for the betterment of our inadequate educational system is in local taxation supplementing the general State fund; but the constitution of 1877 abridges and virtually denies to the people the right of local taxation. So many restrictions are thrown around the procedure, so oppressive are the requirements, so unequal are the terms of submission of the question to the people, that their hands are tied. Under the existing law the recommendations of two grand juries must be obtained, and in the elections it is necessary to the success of the local measure to secure two-thirds of the qualified voters of the county. The effect of this is to count against the measure all the absent voters, all the voters providentially hindered from voting, and even those who may have removed from the county but whose names appear on the qualified list. The proposed amendment relieves the procedure of these oppressive requirements, but it is important to note that the amendment is itself highly conservative in that it requires a two-thirds voting majority of the

persons voting in the election. This amendment will be submitted to the people at the next general election in October, 1904. We believe that the people can be trusted; most of all, they can be trusted not to tax themselves too heavily. The amendment in effect merely restores to the people the right of local option in taxation."

RECENT SCHOOL LEGISLATION IN ALABAMA.

The legislature of Alabama which recently adjourned passed a law requiring elementary agriculture to be taught in the public schools. A law was also passed making it lawful to establish school districts with regard to centers of population, disregarding township lines when necessary. Another law provides that the State will aid in the erection of a public school house in any school district to the amount of \$200, provided the district raises an equal amount. And still another law was passed permitting counties to levy a one-mill local tax for their public schools.

EDUCATIONAL CAMPAIGN IN TENNESSEE.

State Superintendent S. A. Mynders, on October 1, 1903, writes:

We have held educational rallies at Burt, in Cannon County, where as a result of the rally a good graded school was established by the consolidation of three districts; money raised by private subscription and a good building worth three thousand dollars erected.

At Cross Plains, in Robertson County, one thousand people attended the rally, three schools were consolidated, a debt of eighteen hundred dollars on school building paid by private subscription, and a good graded school established.

County High Schools have been established at Athens, Kingston, and Clarksville as a result of the campaign and appropriations made by the County Court to run same.

Rallies in which were urged the necessity for consolidation of schools, better primary instruction, grading of district schools, larger local taxation, better school buildings, and arrangements made for the education of *all* the children have been held at the following points:

Troy, Obion County; Union City, Obion County; Tullahoma, Coffee County; Shelbyville, Bedford County; Fulton, Obion County; Lewisburg, Marshall County (one for white and one for colored); Theta, Maury County; Pulaski, Giles County; Trenton, Gibson County; Somerville, Fayette County; Huntingdon, Carroll County; Chattanooga, Hamilton County; Gallatin, Sumner County; Dayton, Rhea County; Paris, Henry County; Savannah, Hardin County; Dickson, Dickson County; Dover, Stewart County; Fayetteville, Lincoln County; Crossville, Cumberland County; Cookeville, Putnam County; Cowan, Bedford County; Clinton, Anderson County; Parrottsville, Cocke County; Wartrace, Bedford County; Loudon, Loudon County; Camden, Benton County; Dresden, Weakley County; Davidson County, 21st district; Bolivar, Hardeman County; Brownsville, Haywood County; Alamo, Crockett County; Henderson, Chester County; Selmer, McNairy County; Cornersville, Marshall County; Covington, Tipton County; Bristol, Sullivan County.

There are also a number of others visited by Mr. Claxton, of which I have no record. The attendance at these meetings has been large, and in many cases remarkably so. At a number of the meetings the attendance was over 1,000 and the interest very great. As a result of this campaign, interest in popular education over the State is greater than ever before and reports coming to my office as State Superintendent show the attendance in the schools over the State much larger. In one county where the reports a year ago showed over 5,000 out of school, the county superintendent estimates that this year there are less than 1,000. This is a county in which at least three of our rallies were held. A

number of counties are now agitating the question of county high schools, several have increased their local tax and propositions are before the county courts urging an increase in October or January.

The recent Act of the legislature making school and civil districts co-extensive and forcing consolidation of schools by not permitting schools to be maintained with under seventy scholastic population, except in sparsely settled communities, has been explained at all points visited during the campaign and as a result the people have taken hold of it rapidly.

The town of Randleman, Randolph County, North Carolina, recently voted a local tax for its public schools.

Superintendent L. J. Alleman, Lafayette parish, Louisiana, said in a recent report to the grand jury of that parish: "Two years ago we employed forty teachers, at an average salary of \$39. Only two were trained for the work. This session we have fifty-five teachers, at an average salary of \$46.60. This increase in the salary has enabled the board to employ thirty-two trained teachers for the coming session. These trained teachers have done excellent work wherever sent, and the communities have been quick to appreciate their superior work. A healthy sentiment exists throughout the parish in favor of good teachers."

Since the law was enacted prohibiting the building of a new school house within three miles of one already established, one has been built at New House, Cleveland County, in less than two miles of two school houses; and one was created at Rehobeth this year that is in less than two miles of three.—Shelby (N. C.) Correspondence *Raleigh News and Observer*.

There is a public school district in Mecklenburg County with forty-seven children of school age, an enrollment of fifteen, and an average attendance of nine. This district's share of the public money is based on the school population, while less than a fifth entitled to the school privileges are regular attendants. Other districts in that county make a showing but little better. Poor attendance on the public schools is not confined to Mecklenburg, but is general throughout the State. This is the great drawback to the cause of public education in North Carolina. Perhaps the only effectual remedy is compulsory education.—*Waxhaw Enterprise*, Waxhaw, N. C., September 24, 1903.

PERIODICALS.

The following periodicals should be found in every rural school:

St. Nicholas	\$3.00	Week's Current	\$1.25
Youth's Companion	1.75	Our Dumb Animals .....	.50
Country Life	3.00	Birds and Nature	1.50

The above list of periodicals can be obtained for about \$8.90 a year. No rural school library and no rural school can do good work without some periodical literature. If it is possible, some of the standard magazines should also be found in every rural school.

Mr. C. N. Simpson, of Monroe, North Carolina, recently contributed \$10 for a rural school library in Belmont school district, Goose Creek township, Union County.

The work of establishing rural school libraries in North Carolina is making rapid progress. Recently twenty new libraries were established in different parts of the State and six old rural school libraries received new books, under the recent amendment to the North Carolina school library law.

County Superintendent E. B. Wallace, of Richland County, South Carolina, has begun a well-organized movement to secure rural school libraries in that county. The school trustees of each district are duplicating whatever amounts are raised by the teachers and the children. The favorite means of raising money is by entertainments and private subscriptions. Eleven school districts have recently raised funds for the establishment of local libraries and they will be installed in a short time.

REFERENCE BOOKS.

The following books will be found exceedingly useful and helpful for reference:

Young Folks' Cyclopedia of Persons and Places. J. D. Champlin. Henry Holt & Co., New York.....	\$2.50
Dictionary of Phrase and Fable. E. C. Brewer. J. B. Lippincott Co., Philadelphia	\$2.50
Young Folks' Cyclopedia of Common Things. J. D. Champlin. Henry Holt & Co., New York.....	\$2.50
Young Folks' Cyclopedia of Games and Sports. J. D. Champlin. Henry Holt & Co.	\$2.50
Classic Myths in English Literature. Charles Mills Gayley. Ginn & Co....	\$1.50

Perhaps this is the most attractive and scholarly manual of mythology to be obtained.

Note.—The total cost of these books will be about \$8. An evening entertainment would raise the necessary funds.

GEORGIA RURAL SCHOOL LIBRARIES.

List of Books Adopted by Georgia Educational Association for use in Public Schools.

Scudder's Fable and Folk Stories, Æsop's Fables, Andersen's Danish Fairy Tales, Grimm's German Fairy Tales, Harris' Uncle Remus' Songs and Sayings, Arabian Nights, Hawthorne's Wonder Book, Francillon's Gods and Heroes, Baldwin's Fifty Famous Stories Retold, Eggleston's Ten Stories of Great Americans, Church's Stories of the Old World, Baldwin's Old Stories of the East, Andrews' Ten Boys, Williamson's Life of Lee, Williamson's Life of Jackson, Coffin's Boys of '76, Blaisdel's Stories of the English, Harris' Stories of Georgia, Guerber's Story of Romans, Malcomer's Stories of Great Inventors, Abbott's Cæsar, Abbott's Alexander, Franklin's Autobiography, Plutarch's Lives, Farrar's Life of Christ, Carroll's Alice in Wonderland, Kingsley's Water Babies, Wright's Seaside and Wayside, Vol. I, Wright's Seaside and Wayside, Vol. II, Wright's Seaside and Wayside, Vol. III, Wright's Seaside and Wayside, Vol. IV, Buckley's Fairy Land of Science, Saunders' Beautiful Joe, Sewell's Black Beauty, Ruskin's King of the Golden River, Spyri's Heidi, Defoe's Robinson Crusoe, Burnett's Little Lord Fauntleroy, Dickens' Little Nell, Goulding's Young Marooners, Wyss' Swiss Family Robinson, Miss Alcott's Little Men, Miss Alcott's Little Women, Martineau's Peasant and Prince, Henty's Lion of the North, Henty's Saint George of England, Henty's With Clive in India, Porter's Scottish Chiefs, Cooper's Last of the Mohicans, Cooke's Surrey of the Eagle's Nest, Scott's Ivanhoe, Hughes' Tom Brown at Rugby, Irving's Sketch Book, Bunyan's Pilgrim's Progress, Longfellow's Hiawatha, Longfellow's Evangeline, Tennyson's Idylls of the King, Munger's On the Threshold—58 in all.

FORM OF LABEL FOR BOOKS.

_____ School Library
 _____ P. O. _____ County
 Library No. of Book _____ Cost _____
 When Received _____

RULES.

1. During the term of school the teacher shall be the librarian, during Vacation some trustee, unless some other is designated by the trustees.
2. The librarian shall paste this label, properly filled out, in each book in the library, and keep a catalogue of the same, showing the number of each book, date of purchase, cost, when loaned, when returned, etc.
3. A book may be retained two weeks.
4. Five cents per week will be charged for time beyond two weeks.
5. For loss of book, borrower shall pay cost of book.
6. For any injury beyond ordinary wear, the borrower shall pay an amount proportionate to the injury, to be estimated by the librarian.
7. Any person refusing or neglecting to pay any fine shall not be allowed to draw any book from library.
8. The librarian shall report to County School Commissioner, as he may direct, the condition of library. Read slowly, think seriously, and please return it with the leaves not turned down nor soiled.

A VIRGINIA PLAN.

The Farmville (Va.) *Herald* recently made the following library offer to the public schools of Prince Edward County:

- For 40 new annual subscriptions the *Herald* will give a \$30 library.
- For 35 new annual subscriptions the *Herald* will give a \$26 library.
- For 30 new annual subscriptions the *Herald* will give a \$22 library.
- For 25 new annual subscriptions the *Herald* will give a \$20 library.
- For 20 new annual subscriptions the *Herald* will give a \$15 library.
- For 15 new annual subscriptions the *Herald* will give a \$11 library.
- For 10 new annual subscriptions the *Herald* will give a \$ 7 library.
- For 8 new annual subscriptions the *Herald* will give a \$ 5 library.

The subscription price of the *Herald* is one dollar per annum. The books the *Herald* will give as libraries will be selected by County Supt. J. D. Eggleston, Jr., which insures their worth and suitableness for use in the rural schools.

A GREAT SUMMER SCHOOL.

We publish the following communication just as it appeared in the *New York Times* of August 30, 1903:

To the Editor of the New York Times:

The growth and numbers of the Summer School at Knoxville have been a surprise to its friends, having already reached an attendance of 2,150 teachers, gathered from all parts of the South, various States having gatherings of their own besides. Knoxville is the seat of the State University, whose President is Charles W. Dabney, who for four years was Assistant Secretary of Agriculture at Washington. He belongs to an educational family, his father having been professor in a Virginia institution, spending the last years of his life in Texas as professor in the university.

This great Summer School is under the auspices of the General Education Board, and all who have contributed to that board may

congratulate themselves on the results. The preparation of the plans for the school and their execution have been in the hands of Dr. Dabney and his co-workers.

The school and its results are the outcome of the general revival of education in the South, all previous efforts having contributed. The State University, in its location near the city, with its buildings and appliances, furnished a delightful opportunity for the work, for which ample preparation was made. The great meeting in Richmond brought its contribution. The lecturers and teachers were selected from the most able workers in the South, aided by those eminent for their labors in the North. A catalogue of the list would tell of their eminence. Lack of space forbids their enumeration.

Seventeen hundred of these teachers gathered at the opening, and began their study in a course which accorded at once with the university and with the needs of the common school in the South. It must be remembered that these teachers in their several localities met the required expenses from their meagre earnings. This is an indication of their self-sacrifice to improve themselves. The school has been characterized by great enthusiasm, but under the influence of President Dabney and the teachers it has done a great amount of systematic work which will tell in their future courses and make them more efficient and valuable as teachers wherever they serve.

It is interesting to look into the economies of the school, the subjects and lectures, and the subsidiary conditions that were made helpful to the main purpose. The number of teachers from each State constituted of itself a working force. When the Fourth of July came, all these assembled for the patriotic service becoming the day, passed resolutions and spoke in most eloquent terms for the benefit of education. Politics were ignored. In addition, each State had its day, and some competent person was selected to speak for that State, perhaps sending a message representing the sentiment of their teachers to their Governors.

These expressions do credit to the teachers as well as the Governors. They leave no doubt of the great awakening on the subject of education throughout the South. The school had the hearty co-operation of the local press. The *Journal and Tribune* gave the proceedings in a column or more which carried information of the school and its work into many communities and homes, sometimes adding a good picture of the speaker and presenting his claims to attention — also gave their speeches in full or in part. This was a great boom to the work of the school.

The railroad came in also to do its part in adding interest to the occasion and furnished excursions at moderate rates in harmony with the general plan of the school and was greatly enjoyed by the teachers. No one will question the statement that this was the most remarkable Summer School held in any part of the country, taking into account the number in attendance and the work accomplished. To judge of the work, one has only to read the daily reports of the *Journal and Tribune*.

JOHN EATON.

Eaton Grange, Waterloo, N. H., Aug. 22, 1903.



Southern Education

(Woman's Edition)

"Seek knowledge with all thy heart. For wisdom is a defence and money is a defence, but the excellency of knowledge is that wisdom giveth life to them that seek it."

Solomon.

"Teachers looked down upon? Then it is your business to make them looked up to. How can you expect others to esteem a work of which you show yourselves ashamed? You cannot compel honor for a task until you honor it yourself. Exult in your work. Give yourself to it eagerly, volunteers in the great war against ignorance and crime. Your country's flag floats above you. March on greatly, soldiers of peace!"

Gov. Bates, Massachusetts.

"My attention was directed to this particular school, because I passed it so often in going to and coming from a recently acquired farm. This poor little school house was so forlorn looking, so badly built, so rudely finished, and altogether so different from my idea of a country school house, that I suppose I should have passed and re-passed it, without interest or comment, but for meeting the two sisters—the dear faithful teachers. They were in the toils of house cleaning, for the school would open next week. I stopped to see whether I could not help the good work."

Mrs. Charles Price, N. C.

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers.



SOUTHERN EDUCATION BOARD

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The culture which woman must receive is that which will best fit her for any vocation in life. If it is the destiny of some college women to tend babies and train ignorant domestics, think you their intellectual achievements are wasted? On the other hand, they have the better prepared themselves to prove the truthfulness of the saying that "the hand that rocks the cradle is the hand that rules the world." A broad education is the birthright of every daughter of our republic; give her this, and, as she bids her Alma Mater farewell, and steps forth into the world, she will find the doors of over four hundred occupations open before her and here will she become "a wise master-builder of manhood and womanhood, a faithful apostle of truth, and so a herald of better generations and brighter days."—MRS. CHARLES A. PERKINS, President Tennessee Federation of Woman's Clubs.

Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year.....50 cents

Three months..... 15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Tuesday, December 1, 1903

The editor wishes to acknowledge the valuable assistance, in the preparation of this number of SOUTHERN EDUCATION, rendered by many patriotic Southern women. To mention all of them by name would require more space than is at his command. Their reward must be an increased interest in education throughout our whole Southern country, as well as higher ideals in every social betterment work.

The story of what the women of the South are doing to promote better educational conditions, the story as set forth in this number of SOUTHERN EDUCATION, is necessarily condensed and incomplete. Yet enough is set forth to show the world the great work that is being done and to suggest new lines of work to those who are eagerly waiting to know what may be undertaken.

Emerson taught that the acquisition of some form of manual skill and the practice of some form of manual labor were

essential elements of culture, and this idea has more and more become accepted in the systematic education of youth.

Worth Our Attention.

The Massachusetts State Board of Education consists of eight members, each appointed by the Governor for eight years, one a year. This board elects a secretary annually, who is really the State Superintendent of Schools, and four agents and an examiner of normal schools. The agents of the board travel over the state and visit the public schools with the express purpose of promoting the better teaching of the required subjects of instruction. For a number of years Mr. H. T. Bailey, an agent of the board, has been doing magnificent work in promoting better instruction in drawing. This board has entire charge of the nine normal schools, the normal art school, certificates teachers upon examination, and promotes all legislation in the interest of the public schools. The organization of this board dates from the days of Horace Mann.

When our Southern States are struggling to introduce elementary agriculture, drawing, and other manual arts into the school course, would it not be worth while to study the organization of this Massachusetts Board of Education? The entire practicability of its plan of work must be apparent to all.

THE WOMAN'S ASSOCIATION.

A Brief History of the Woman's Association for the Betterment of Public School Houses in North Carolina.

"The school house is a shabbily built board structure, one story high. The overhead ceiling is not more than nine feet from the floor. There is one door in the end of the house; there are six small windows, three on either side. There are no blinds and no curtains. The desks are home made, with perpendicular backs and seats, all the same size. There is a dilapidated wood stove, but no wood box, the wood for the fire being piled on the floor about the stove. The stove is red with rust and dirt, never having been polished and cleaned since it was placed in position for use. The floor of the house is covered with red dirt and litter from the wood. There is no teacher's desk or table. There is one chair. The walls and windows are covered with dust; never seem to have been washed. The children's hats and cloaks are hung on nails around the room. All their books are soiled and look very much like their surroundings. There are no steps to this school house. An inclined plane of dirt answers that purpose. The yard is very muddy during the winter and the general appearance of the place anything but attractive."

Seeing all around them school houses like the one above described by Mr. Charles L. Coon, and realizing that as a child's surroundings are so is he likely to be, the women of North Carolina have said: "This condition must not be." So on March 20, 1902, at the State Normal and Industrial College was organized "The Woman's Association for the Betterment of Public School Houses in North Carolina." It is now a part of the State Federation of Women's Clubs. The constitution says: "The object of this Association shall be to unite the women citizens of North Carolina for the purpose of awakening their interest in the improvement of public school houses in our State. It will undertake to have local associations in every county. Through these it will endeavor to interest a volunteer association in the neighborhood of every public school house, which will help to beautify the premises by planting trees and flowers, placing pictures on the walls, or otherwise improving the school environment of our future citizens; to furnish entertaining and instructive amusements and to encourage the establishment of local public libraries."

Any white woman in the state is eligible to membership and there is no membership fee except for men, who may become associate members by paying an annual fee of one dollar.

The Central Association is at Greensboro, while branch associations are scattered all over the state. The Association held its first public meeting in Greensboro, April 3, 1902. There were present such men as Governor Charles B. Aycock; State Superintendent of Public Instruction James Y. Joyner, and many other prominent men, who gave their hearty endorsement and support. The Association also has behind it the Southern Education Board.

At the Teachers' Assembly held in June, 1902, at Morehead City, another meeting was held, where plans for summer work were formed. At that meeting ten women promised to have personal supervision of the work for the summer, organizing branch associations and arousing interest generally in the matter. The Southern Education Board kindly offered to pay the expenses of these women. Some of them made visits from house to house, telling of the necessity of better school houses and how to obtain them. Others were present at teachers' institutes and any public gatherings available, telling the people what they could do to improve the school houses, as, for example, to quote from the booklet issued by the Central Association: "You can visit the school and see that the house is clean before the session opens. See that there are enough seats and hooks or nails for hats, wraps and lunch baskets; a pail for water, drinking vessels and basin with towels and soap. See that the yard is clean and some flowers and trees planted. Place on the walls one or more good pictures. Copies of the world's masterpieces can be purchased for five or ten cents each. Help the teacher by arranging for social evenings and entertainments at the school house. Visit the school and interest others in doing so." Or they told what the Central Association is willing to do: "The Central Association will gladly suggest:

"I. Plans with estimates for building new school houses and remodeling old ones.

"II. Lists for libraries with information concerning lowest prices.

"III. Titles and prices of pictures, also other material for decoration.

"IV. Programs for entertainments, both social and literary."

During the summer about twenty county associations were organized, besides many district associations, the membership of the entire organization reaching about two thousand.

The second annual meeting was held at Greensboro, May 5, 6 and 7, 1903. "From the mountains to the sea, from Hanover to our sister state on the north, came women with the wisdom of experience, women with that widened view that comes from travel and a knowledge of the outside world; women whose youth, while lacking the caution of experience, furnished the enthusiasm and courage which is the life-blood of our new enterprise. Here met the young mother with the consecrated old maid, the wife of the politician with the busy helpmeet of the farmer, the woman of society with the country teacher."

These women discussed together the failures and successes of the past and the ways and means of carrying out their plans for the future. There were few things to discourage them, but many to encourage them. Some of the reports of work done read like fairy stories, and yet they were true. And there will be many more like them, and better. Some of the men present who have attended educational meetings all over the country said they had never seen a more helpful or enthusiastic meeting than this meeting.

The officers of the State Association are as follows: President, Mrs. W. R. Hollowell, Goldsboro; Vice-President, Miss Laura Kirby, Goldsboro; Corresponding Secretary, Miss Mary Taylor Moore, Salisbury; Recording Secretary, Miss Marie C. Buys, Havelock; Treasurer, Mrs. J. A. Anthony, Shelby.

Already the Association has done much, and it will go on pleading and working for new and better school houses and, where this is possible, improving the old ones, until North Carolina instead of being one of the most illiterate states, shall stand in the first ranks with those who are educating their children into good men and women and good citizens.

When the Woman's Association for the Betterment of Public School Houses ceases to be needed in North Carolina the educational millennium will have come.

MARY TAYLOR MOORE, *Corresponding Secretary.*

Salisbury, N. C., August, 1903.

WESTERN NORTH CAROLINA.

Report of Work Done by Miss Mary Taylor Moore in Western North Carolina During 1902.

Last summer, at the meeting of the Woman's Association for the Betterment of Public School Houses held at Morehead City, there were ten women who promised to do all in their power during the summer to accomplish the objects of this Association. They resolved to arouse the interest of the people in the matter and to form branch associations to carry on the work. It was my privilege to be one of the ten.

My district lay in the western part of the state, a mountainous section. But before beginning work there, I happened to be in an eastern county while a Teachers' Institute was being held. Feeling that such an opportunity of laying the matter before the people should not be missed, I arranged an hour at which I could speak informally to the women present. While I felt that it would be much easier to speak to the women alone, the men who were interested in the matter were invited to stay. A good many of them did so. As briefly as possible the objects of the Association were laid before them, their attention being called to the need for better school houses and the ways in which the houses that now exist may be improved. Finally, I urged them to form a branch association, so that the work of improvement might be carried on systematically in their county. They seemed much interested and readily organized, with thirty-three members. This was in a cultured section where the work was taken up by women of prominence. The wife of a Justice of the Supreme Court and many other well-

known women joined in the work with the public school teachers, all being drawn together by a common interest, the welfare of the children of the state.

Turning toward the west, I knew not where to begin. That section is sparsely populated, so a house-to-house visitation, such as was being carried on by some of the other women, was impossible. Nor could I hear of any school-closings or big picnics to attend. So there was nothing to be done but to confine my work to the teachers' institutes and place the matter in the hands of the teachers, thus getting them interested and trusting in them to interest the parents of the children.

In going to the first of these institutes I rode many miles, finally reaching a little town perched right up on the side of the mountain where the institute was to be held. In this county the school houses were in a deplorable condition. I believe it was here that the County Superintendent said the cracks in the sides of some of the houses were large enough to throw a dog through. But the Superintendent was progressive and the teachers seemed interested and willing to improve conditions. To this place I took with me some good cheap pictures and other things necessary in a school room, to show that they were cheap enough to be procured even by the poorest communities. Here again I spoke informally to the entire institute and a large and enthusiastic branch of fifty-three members was formed. A good many of the men became associate members by paying the one-dollar fee that is charged a man before he can become a member. It was said that the young woman elected president of this branch was the only teacher in the county who had made any attempt at improving the appearance of her school room during the previous year. This association held a second meeting the next day to decide on a plan of work for the year. The school districts were apportioned to different members who were to have personal supervision of them. As it is impossible for them to meet oftener, these members will report on the work that they have done at annual meetings of the institute.

In the next county that I visited, conditions were better. Several new school houses were being built and some of the teachers had already taken special interest in the cleanliness and pleasing appearance of their school rooms and grounds. In this county is situated the handsomest rural public school house in the state. It is built of solid granite, the woodwork being of hard oak. At this place we had a more general meeting, the teachers giving each other and me many valuable suggestions and experiences. After having organized, a plan of work was laid out that can hardly fail to produce good results.

The last place that I visited was the most discouraging of all. Here I spoke not only to the teachers but to the people from the surrounding country who had assembled to hear an educational address by an ex-Superintendent of Public Instruction. These people not only were not especially interested, but declined to become so. A few, however, organized, and it is to be hoped that they can at least do something to create a sentiment that will call for better and cleaner school houses.

As yet not very many practical results have been reported from that section of the state, but I trust that since the matter has been laid before them, the teachers will take up the work to such an extent that the dirty and worthless school houses that exist today may soon become things of the past.

MARY TAYLOR MOORE, *Sec. of the Woman's Association.*

August 1, 1903

WOMAN'S WORK IN ALABAMA.

An Interesting Account of the Efforts of the Woman's Federation in Behalf of Child Labor Legislation, Girls' Industrial School, Reformatory and Other Educational Enterprises.

The greatest educational work done in Alabama by women in an organized capacity is being done by the Federation of Women's Clubs. It represents fifty individual clubs, and probably more than 1,000 of our best and most cultured women. These clubs have been federated for more than nine years. They have worked along the following lines, all of which may be classed as directly or

indirectly educational: child labor legislation, circulating libraries, scholarships for the Girls' Industrial School, creation and maintenance of Boys' Industrial School (reformatory), improvement and beautifying of school buildings, local taxation for schools, qualified county superintendency.

The Federation is now a recognized power in the state. One of our leading dailies is its official organ, and all the best papers not only freely give it access to their columns but also give it support editorially.

I class child labor legislation as an educational movement both because the children who are in the mills can not be educated, and because one of the by-products of the campaign for it was a sentiment for compulsory education. The fight for a child labor law was brilliantly led by Mr. Edgar Gardner Murphy, as chairman of a committee of citizens, but his efforts were ably seconded by the Federation. It was during a special meeting of the clubs in Montgomery to further the interests of the bill, that it became a law. For six months previous to that time the clubs considered child labor their special, one might say their only work. Mr. Murphy most generously gives them the entire credit for its success.

The library work of the clubs may be said to be in its infancy, but it is full of promise. Indeed, it is our best hope of getting books into the country, where they are most needed—that is, until Alabama is able to follow the lead of North Carolina and Georgia and give state aid to school libraries. The clubs have about eighteen libraries at present which will be lent to any teacher who will send one dollar to defray freight charges. Each library contains twenty-five books packed in a neat wooden case.

For three years the Federation has worked for the Girls' Industrial School at Monte Vallo in the direction of scholarships. Just now it is pledged to raise \$1,000 to meet the conditional \$1,000 of the General Educational Board.

Similar in name, though different in purpose, is the Boys' Industrial School, the pet child of the Federation. Its object is the reclaiming of boys who have either committed criminal acts or have shown criminal tendencies. Before this school was opened, June 1, 1900, such boys were herded with hardened criminals. Now a youthful criminal is sent there on an indeterminate sentence. It is described by a newspaper correspondent as "a veritable factory for working bad boys as raw material into the finished product of useful citizens."

This school is located on a 100-acre tract of land near Birmingham, where there is ample opportunity for teaching farming and the allied industries of fruit, flower and vegetable culture. They have one building capable of accommodating fifty boys, but which is made to accommodate sixty at present. During the past two years they have had 213 boys in all. These boys are not only taught farming, but printing, tailoring, shoemaking, harnessmaking, etc. They have, too, regular school subjects, military drills, and singing. A visitor describes the superintendent, Mr. Griffin, as one who combines the discipline of West Point with the tenderness of a father.

This is now a state institution with a guaranteed income of \$8,000 for the next four years. The legislature granted it more than twice that sum, with only a single dissenting voice in each house, but the Governor, believing that the state of the treasury would make that sum almost an impossibility, vetoed the bill and had one for the smaller amount substituted.

Beside this, there have been \$5,000 raised by the clubs in addition to the donation of land and much building material. I give these figures because it seems a remarkable history and an inspiring one. This success is largely due to the devotion, enthusiasm, and perseverance of one woman, Mrs. R. D. Johnson, of Birmingham, who is president of the Board of Control, all of whom are women. The Federation is working as earnestly for this school now as before it had regular state aid.

The work of improving and beautifying school buildings is new to our clubs, but satisfactory progress is being made. The plan is to co-operate with one school in each county and make of it an object lesson. Mrs. Emma H. Cary, of Auburn, is chairman of the committee to further this work.

One of the most active committees in the Federation is that on education, of which Mrs. Kate H. Morrisette, of Montgomery, is chairman. Its main object now is to create public sentiment and influence legislation in two directions—

local taxation for schools and qualified county superintendency. Until our constitution was amended two years ago there could be no local taxation. Now it can only be one mill, and that imposed by the county. Mrs. Morrisette has been chairman of the Education Committee for five years and during that time she has with unflagging zeal urged the necessity of qualified county superintendency. The clubs have stood with her, and every time they meet they declare their belief in its necessity. It is doubtless owing largely to the public sentiment that has been thus created that a bill is now before the legislature to provide for the proper qualifications for that most important office, with every promise of its passage. All who know our educational needs will see at once that this will be the most signal advance in educational work possible.

At their last meeting the subject of women on school boards and women as county superintendents was discussed with much interest, the sentiment being strong for both. It seems safe to prophesy that as soon as qualified superintendents are secured, the Federation will begin to work to have women made eligible for the office of superintendent of schools.

In addition to the Federation work, various clubs are doing individual work, though it is impossible at this time to get a full report. The Hellen Keller Library Club has, within the past ten years, built up a library of more than 2,000 volumes and bought and furnished a two-story brick building centrally located. This is quite an achievement, since it is in a town, Tuscumbia, having less than 2,500 inhabitants. This club is doing a truly educative work in creating a more intellectual atmosphere in the town and reaching far into the country. The books also circulate amongst the operatives of the only industry—the railroad shops.

Several of the Federated Clubs in Montgomery united some time ago to work for a library. This has culminated in the Carnegie Library, now nearing completion.

The kindergarten cause has been almost entirely in the hands of women not in the Federation. I am unable to give statistics later than 1900. At that time five towns in this state had free kindergartens, in four of which they were entirely women's work. In the fifth it was started by women, who were later assisted by men. Birmingham has a number of kindergartens and a training school in connection with them. The work there has been constantly developing since 1900. There is a movement amongst those interested in kindergartens to get them municipalized, though it will entail a constitutional amendment.

The Colonial Dames are doing educative work along their chosen line in this state as in others. They give medals for the best paper on a colonial subject to the graduating classes of the Birmingham, Mobile and Selma public schools and a \$50 prize for the same thing at the A. and M. College and the University. Each chapter of the Daughters of the Revolution offers a prize to the regular U. S. History grades in the town where the chapter exists. The Mobile chapter has also worked some for the Girls' Industrial School.

It is most earnestly to be desired that our largest and strongest patriotic society, the Daughters of the Confederacy, may soon see that constructive patriotism is more valuable than retrospective, and the greatest honor to the dead is a noble posterity.

LULIE JONES.

Florence, Ala., July, 1903.

Woman's Work in Louisiana.

The State Federation has pledged itself to work in the cause of better educational conditions for the state. At the last meeting, November, 1902, each club, with the exception of two, promised to take an interest in the parish schools, to appoint visiting committees, to furnish pictures or magazines, or help in the starting of libraries, or show in some tangible way the desire to help.

The Federation has been offered free board in one of the state institutions for one student, and there is \$50 in the treasury, given by Mrs. Phanor Brezeale, president of the Federation, which will be used either to pay the expenses of a student or for some other educational purpose if the incidental expenses of the student can be paid in some other way.

AGNES MORRIS, *Cor. Sec. La. Fed. W. C.*

September, 1903.

Work of New Orleans Club.

At the meeting of the Louisiana State Federation of Women's Clubs held last November, the feasibility of some movement by which the rural districts of the State could be supplied with good literature was earnestly discussed.

As a tentative plan it was suggested that the clubs fortunate enough to possess a library should keep a number of the books in circulation in districts where it is difficult to obtain good reading matter. The Woman's Club of this city became an enthusiastic advocate of the plan, and in December of last year sent its first case of books upon its mission. A second case has followed, and before long a third and a fourth will be on the road. It was decided by the club to keep the books in the southern part of the state, as the work could more easily be under home supervision. A person well known to the club in each locality has charge of the distribution, circulation and re-shipment of the books. The first case of books was sent to Fort St. Philip. It remained there for three months, and was then forwarded to Buras, La., and a second case took its place.

Each case contains fifty books and ten magazines, of as varied a nature as our library will permit. The cases, so far, have contained the following authors and subjects: Novels, including Dickens, Thackeray, and Eliot; History, books from the Chautauqua Course and the Epworth League Course; Travel and Biography, Psychology.

The Woman's Club was the first club to put the plan into operation. The work has met with appreciation, as is evidenced by letters from the districts to which the books have been sent. It is not specified that the books are for the use of school children, as they are for the use of any one in the locality who desires and can not obtain good standard reading matter.

The club has a library of about 600 volumes, and the number is to be increased.

LILLIE RICHARDSON, Home Institute, New Orleans.

October 1, 1903.

Woman's Work in Tennessee.

The Tennessee Federation of Women's Clubs has advocated, for several years, the adoption of a compulsory school law. The Federation formulated a bill, and had it introduced in the Tennessee legislature of 1903. This bill had the endorsement of the labor unions, the teachers' associations and leading educators throughout the state. The bill did not become a law last winter, but it is expected that some kind of compulsory education law will be enacted by the next legislature of Tennessee.

The Federation is also engaged in the traveling library work. It now owns and controls sixty-nine traveling libraries, containing about 3,500 volumes. These books have been contributed by the various clubs and by individuals. The libraries are loaned to small towns and rural communities.

The Federation has a Committee on Free Public Libraries, which gives encouragement in the formation of public libraries and reading rooms in the smaller towns which now have no library facilities.

The Federation is also engaged in the work of securing free scholarships for worthy young women at the various colleges of the state; at present seven scholarships are at the disposal of the Federation.

Woman's Public School Work in Tennessee in Detail.

The Committee on Public Schools, through its chairman, makes the following report for 1903:

We wish that it were possible to report a great deal of work accomplished in this department during the past year. In some of the clubs ladies have been appointed to visit schools and they have done so, thereby lending their influence and assistance to the teachers. Some pictures have been donated, by way of school-room decoration.

The Ossoli Circle furnished seeds, obtained from the Agricultural Department at Washington, to many of the children in the schools; and the boys raised

vegetables, and the girls flowers. They wrote letters to the committee, describing their work, and prizes were awarded for the best vegetable beds and for the best flower beds.

In Johnson City they have not only visited the schools, and children of club members have carried pictures, but the women are using their influence in the effort being made to obtain another building, which is greatly needed.

The Tuesday Club, of Maryville, seems to be the banner club in public school work this year, and what they have accomplished can be undertaken, at least, by every other club. Therefore we submit their report in full.

In the Tuesday Club a committee of three was appointed to look after the work of the public school. This committee asked for a meeting with the teachers for general discussion of the needs of the school and to learn how the club might be of use. The teachers were interested and pleased, and asked for books and visits to the school from club members. They were willing to have the club women undertake anything they proposed.

A report of this meeting secured a donation of over sixty books from the clubs; some of these, by request of the teachers, being text-books for poor children, supplementary reading on special subjects, books of reference, and those which would be of practical use to the teachers. In addition to the books, charts, clippings and pictures were given.

Through the Educational Publishing Company, of Atlanta, a definite opportunity was given this committee of securing a small permanent library for the school. The method of obtaining books through this company is given in detail, as it may be of use to other clubs. This company publish a quantity of books, classics, etc., well printed in cheap yet durable form. Their lists give the titles of scores of books which children ought to read. This company send, on application, any number of slips called the Hawthorne Certificate; these are given the children as a means of securing small sums from their friends. By means of these the children in the Maryville schools secured enough money to get a library of thirty volumes, which came in a locked box that serves as a book-case. The teachers report that these books were eagerly read by the children, who took a pride in the library which they helped to obtain.

As a means of beautifying the school room, plants were placed in the windows. The committee from the club visited the school several times, and, on two occasions, talked to the children.

MARY LUCAS PROUDFIT, *Chairman.*

The Names of the Traveling Libraries in Tennessee Under the Control of the Women's Federation.

No. 1, Ossoli Circle, Knoxville, 61 vols.; No. 2, W. E. & I. U., Knoxville, 70 vols.; No. 3, Kosmos, Chattanooga, 50 vols.; No. 4, Woman's Club, Chattanooga, 50 vols.; No. 5, Woman's Club, Peabody Normal, 68 vols.; No. 6, Woman's Club, Peabody Normal, 68 vols.; No. 7, Ossoli Circle, Knoxville, 46 vols.; No. 8, Maryville Club, 30 vols.; No. 9, Germania, Memphis, 50 vols.; No. 10, Woman's Club, Memphis, 69 vols.; No. 11, Woman's Club, Memphis, 67 vols.; No. 12, Chilhowee Club, Maryville, 70 vols.; No. 13, Chilhowee Club, Maryville, 70 vols.; No. 14, Chilhowee Club, Maryville, 60 vols.; No. 15, Beaumont Library, Ossoli Circle, 80 vols.; No. 16, Woman's Club, Memphis, 63 vols.; No. 17, Woman's Club, Memphis, 64 vols.; No. 18, Vanity Fair Club, Memphis, 58 vols.; No. 19, Juvenile Library, Ossoli Circle, 50 vols.; No. 20, Mary Bowen Library, Ossoli Circle, 80 vols.; No. 21, Ossoli Circle, 50 vols.; No. 22, Mission Ridge Club, Chattanooga, 50 vols.; No. 23, Juvenile Library, Mission Ridge Club, 60 vols.; No. 24, Monday Club, Johnson City, 86 vols.; No. 25, Twentieth Century Club, Nashville, 50 vols.; No. 26, Juvenile Library, Woman's Club, Chattanooga, 92 vols.; No. 27, Monday Club, Johnson City, 38 vols.; No. 28, Mission Ridge Club, 100 vols.; No. 29, University of Tennessee, 55 vols.; No. 30, University of Tennessee, 50 vols.; No. 31, Reading Circle, Chattanooga, 50 vols.; No. 32, Brigham Library, 70 vols.; No. 33, Longfellow Library, 60 vols.; No. 34, Woman's Club, Chattanooga, 50 vols.; No. 35, University of Tennessee, 50 vols.; No. 36, Woman's Club, Chattanooga, 50 vols.; No. 37, Newcomer Library, 50 vols.; No. 38, Woman's Club, Chattanooga, 50 vols.; No. 39, Juvenile Library, Woman's Club,

Chattanooga, 50 vols.; No. 40, Concord Library, 70 vols.; No. 41, Biddle Library, Knoxville, 50 vols.; No. 42, Richards Library, 50 vols.; No. 43, Uxbridge Library, 50 vols.; No. 44, Kosmos, Chattanooga, 50 vols.; No. 45, History Library, 50 vols.; No. 46, Lend-a-Hand No. 1, 50 vols.; No. 47, Woodworth Library, Chattanooga, 50 vols.; No. 48, Lend-a-Hand No. 2, 50 vols.; No. 49, Chilhowee Club, Maryville, 60 vols.; No. 50, Kosmos, Chattanooga, 50 vols.; No. 51, Juvenile Library, Woman's Club, Memphis, 50 vols.; No. 52, Boston Library, 50 vols.; No. 53 Tuesday Club, Maryville, 60 vols.; No. 54, Nineteenth Century Club, 50 vols.; No. 55, Biddle Library, Knoxville, 50 vols.; No. 56, Boston Tea Party, D. A. R., 75 vols.; No. 57, Eleanor Brigham, 75 vols.; No. 58, Biddle Library, 50 vols.; No. 59, Chelsea Library, 67 vols.; No. 60, Woman's Club, Harriman, 50 vols.; No. 61 Dora Roberts, 75 vols.; No. 62, Mary Eleanor Woodward, Ossoli Circle, 50 vols.; No. 63, Baker-Himel No. 1, 65 vols.; No. 64, Baker-Himel No. 2, 60 vols.; No. 65, Lend-a-Hand No. 3, 50 vols.; No. 66, Girls' Friendly Society, Knoxville, 50 vols.; No. 67, Knoxville W. C. T. U., 80 vols.; No. 68, Nineteenth Century Club, Memphis; No. 69, Leighton, 67 vols.

SOUTH CAROLINA.

Mrs. Patterson Explains Briefly the Educational Work of the South Carolina Federation—Other Work.

The South Carolina Federation of Women's Clubs is much interested in educational progress. Besides several free kindergartens maintained by clubs, the Federation has been so fortunate as to secure from schools and colleges sixty-one scholarships, to be awarded to applicants standing competitive examinations before a local committee in each town. Five of these scholarships are each worth \$100, one is worth \$50, and all give free tuition.

The South Carolina Federation of Women's Clubs also has more than sixty traveling libraries, each consisting of fifty to seventy-five well-selected books. The railroads have generously agreed to transport these libraries free of charge. They are sent to rural communities and to towns and villages having no permanent library. Their educational value can hardly be overestimated.

At our recent convention a committee was appointed to examine the conditions and report on the needs of country schools, while another committee will report a plan for establishing a Boys' Industrial School, where orphans, vagrants, or wayward boys may be trained.

MRS. MARTHA ORR PATTERSON.

Greenville, S. C., July 11, 1903.

Scholarships.

We began our educational work when the Federation was first organized. With the exception of the very first year this department has been in the hands of my sister and myself. The work began in 1898, and our sixty-one scholarships have been secured through the personal appeals of our officers and of individual clubs. Our work is now in close touch with the various colleges and college presidents of the state.

Up to date we have given five girls the benefit of kindergarten normal training. We now have one young lady at Oread and two at Winthrop. We have five scholarships at Converse College, two at Greenville Female College, one at Chicora College, and one at the Columbia College for Women. We have more applicants for scholarships than we have scholarships to offer.

MISS LOUISA B. POPPENHEIM.

Charleston, July 20, 1903.

Traveling Libraries.

The South Carolina Federation of Women's Clubs has sixty-four traveling libraries, which circulate in almost every county in the state. The railroads transport these libraries free of charge. The Federation began this work in 1898.

Free Kindergartens.

The South Carolina Federation of Women's Clubs, through itself and the social forces which it has put into service, now maintains free kindergartens in the following South Carolina cities: Greenville, Chester, Rock Hill, Columbia, and Charleston. All these cities have one free kindergarten, except Charleston, which now has two. The movement began in 1888.

THE WOMAN'S ASSOCIATION.

An Account of Its Organization in South Carolina.

In the spring of 1902 President Johnson, of Winthrop College, became much interested in the work of improving the country schools of South Carolina. Believing that the women of the state could do much toward improving existing conditions in rural communities, he called to his assistance the 1902 senior class of Winthrop College. He laid before them his plan of improving the buildings and grounds of the rural schools. The young women decided that, as there was strength in union and in systematizing their efforts along that line, the best thing to do was to organize.

The members of this class met and discussed ways and means for organization and work. As nearly all the graduates of Winthrop College teach in the public schools and many of them in country schools, their influence is widespread.

Finally, in one of the class-rooms of Winthrop College thirty-three young women, by signing their names to a document, pledged their support to the improvement of the buildings and grounds of rural schools in South Carolina. In order that they might do better and more effective work, officers were elected by these young women. Miss Frances Whitmire, of Greenville, was made president; Miss Allie Belle Beck, of Anderson, first vice-president; Miss Sallie McCutchen, of Sumter, second vice-president; and Miss Madge Fort, of Marion, secretary and treasurer. A constitution was adopted and women all over the state were urged to band themselves together in like manner. Such was the origin and organization of the Association. The work thus begun has spread and the good accomplished can not be estimated. At once, women all over the state wrote for information and literature, and many associations have been formed in the towns and country communities. All are working for the one grand aim, to give the children in the country better advantages in the way of buildings and grounds, thus brightening their environment and developing in their young hearts a love for the beautiful.

Winthrop girls have shown their efficiency in all lines of school work. This part of it is important, and the very atmosphere of a school room presided over by one of the members of this association breathes better and higher things. The pictures, the grounds, the flowers, and the general appearance, even under adverse circumstances, tell of the effective work being done. And who can measure the results?

This summer Miss Frances Whitmire, the president, urged upon the members of the Alumnae Association the importance of extending the work, and asked their co-operation as well as that of all women in South Carolina who wish the schools to mean something in the advancement of the state. Misses Mary Shelor, Leila Russell and Frances Whitmire have been actually going to the schools this past summer urging upon the parents and children the importance of education, the possibilities of a country boy or girl, and in many ways trying to help the teachers and the children secure better advantages, under existing circumstances. In every community visited, the work the mothers can do is emphasized and branch organizations are organized. After an explanation of the object the ladies of each community always seemed anxious to organize and pledge their support. With an enthusiastic teacher and mothers interested in the work there is no reason why our schools can not in a few years be second to none in our fair Southland.

Here is a description of the actual organization of one of these associations in a community which, though interested in schools, thought heretofore that its duty was done when the children were sent to school and the teacher paid her salary.

After a talk to the patrons and children, the mothers were asked to remain a few moments to discuss the question of their duty to the school. They were told what they could do, what was actually needed to be done, and then asked to organize, with one object in view — to give to their children more pleasant school surroundings. Officers were elected, committees appointed, time of meetings arranged, and the general scope of the work discussed.

A chair was needed for the teacher, a shade for a window, a dipper, a broom, and other things which count for comfort in a school room. Then the possibilities of shrubbery and flowers in the yard were discussed.

And what a revelation! A few days later the teacher told of the improvements. The next day after the meeting the boys brought tools to clear away the weeds, the girls brought pictures for the walls, flowers for the teacher's desk, and best of all, hearts alive to the beautiful, the pure, the good.

Each of these organizations can adopt a constitution suited to its own needs and conditions. They are all, however, planned along the same general lines. It is hoped that we can keep in touch with these organizations, send them literature, and help in many ways. In most of them no dues are imposed, but the men can join only by the payment of one dollar. Such financial aid is needed and can be easily secured in most communities.

MISS FRANCES WHITMIRE.

White Horse, August 21, 1903.

Oconee County.

Oconee Rural School Improvement Association is composed of county officers, teachers, ministers, and all who are interested in upbuilding the rural schools of Oconee County. The officers are: Mr. David F. Nicholson, president, Walhalla; Mr. Henry P. Boggs, secretary, Seneca; Miss Mary R. Shelor, corresponding secretary, Westminster; Miss Berty Smith, treasurer, Seneca.

The Association meets four times a year, at places where invitation is extended. The next meeting will be held at Westminster, October 16. Since November we have had three very fine meetings. Addresses were made by Dr. Henry Louis Smith, of Davidson College; Dr. Pell, of Converse; Hon. O. B. Martin, State Superintendent; General Walker, Professor Morrison of Clemson, and others.

In Oconee, seven schools have "Old Glory" flags, presented by the *Youth's Companion*, for efforts made at improvement. Seventeen have pictures given by the same paper. Two rural schools and two town schools have libraries. Eight traveling libraries are now in operation, and four schools are collecting books for libraries. Ten societies have been formed in the schools for the betterment of the buildings and grounds. Among them are Pickens, Robertson, and Brown, societies named for noted men born in Oconee County.

Bear Swamp school, near Walhalla, has the best improved school house in Oconee. The building is small but neat and new, with blinds, patent desks, charts, globes, maps, flags, historical pictures, encyclopedia, and a fine library of two hundred volumes.

White Rock school celebrated its semi-centennial two years ago by asking the old pupils to give a book or some money for a library. This school received the first honor prize from the *Youth's Companion*. The flag was the first "Old Glory" to float over any public building in Oconee. This school owns a house and lot for the teacher's use, rent free.

MISS MARY R. SHELOR.

Westminster, August, 1903.

THE TEXAS FEDERATION.

An Account of Its Recent and Present Educational Work.

The Texas Federation now has 4,500 women, with clubs in almost every town in the state. From its organization, six years since, it has been actively interested in school betterment. Kindergartens have been fostered until there was sufficient interest to organize a State Kindergarten Association, in which the

local associations of Dallas, Fort Worth, Galveston, Houston, El Paso, Temple and Hillsboro are associated. There are about thirty schools operated, almost all of which are free. In a few of our city schools the kindergarten has been introduced. Industrial training has been vigorously advocated, and our State Industrial School is largely the result of club effort, which the Governor recognized by appointing two club women on the Board of Regents. Through club influence the woman's dormitory, costing \$75,000, has been erected at the State University. The Federation has in the past year raised \$3,500 to endow a scholarship at the State University, which will enable at least one young woman to attend that institution. The Federation has also six gift scholarships in the leading educational institutions of the state. Public sentiment has been awakened by lecturers, Professor Claxton among others. Parents' and teachers' clubs exist in almost every town. These are active in improving school grounds, buildings, and co-operating with teachers in numerous ways.

The State President has made a tour of the club towns of the state, delivering addresses on educational matters and visiting schools in each town. The work for rural schools is thus far confined to sending out traveling libraries, of which fifty-seven are operated by clubs. A State Library Association has been organized for the purpose of securing a State Library Commission and a system of traveling libraries in connection with our state rural schools.

Of this be assured, the Texas club women are full of enthusiasm and energy for the children. Manual training in all public schools and a compulsory education law are our next work, and will be pushed vigorously. The recent child labor law was largely the result of club effort. We mean to continue until these things are as they should be.

MRS. J. C. TERRELL, *Chairman Library Committee, T. F. W. C.*

September, 1903.

The Dallas Kindergarten Work.

Our work in Dallas has some unique features; for instance, the permanent "rummage sale," which, unlike the Salvation Army's second-hand stores, reaches the needy but self-respecting poor.

This summer the Association has rented an attractive restaurant, equipped it, and is running it in a most satisfactory way. The meals are only 25 cents, but the place is bringing in a steady income which is a great help, although not a large sum as yet. A dozen of the ladies are there every day, and they work very hard, but prefer it to constant giving of entertainments and begging funds from the public.

Mrs. W. B. Sharp, our vice-president in East Dallas, has given \$1,000 for the maintenance of the East Dallas Kindergarten this coming year.

The Commercial Club of Dallas raised \$1,000 for a Neighborhood House, which will be complete in a few weeks. It will cost about \$5,000. The land was given by Mrs. Clara Chaison. We expect to raise \$5,000 this year for our work. The teachers, with one or two exceptions, will live here, and we hope the house will be a center of cheer and practical help.

While our work is more of the philanthropic order than the educational, only workers of culture and high professional standing are employed, and the work is endorsed by all educators who have visited it.

The first free kindergarten in Dallas was opened on February 8, 1900, with six children in attendance. Gradually the free kindergarten work has grown until now there are three free kindergartens in that city, one in North Dallas, one in East Dallas, and one in the cotton-mill district of South Dallas. During the year 1901-1902 \$2,651.55 was raised to promote this work. During the present year the expenses of the work will probably be over \$5,000. The Dallas Free Kindergarten Association, composed of the club women of that city, have steadily increased their efforts in behalf of the kindergarten cause. The educational side of the kindergarten has been kept subordinate to the kindergarten as a social and moral force.

San Antonio Woman's Club.

The Woman's Club of San Antonio, an unlimited department club, steadily advances in its career of public usefulness. Under the guidance of Miss Brecken-

ridge, its founder and perpetual president, and her capable executive board, it has come to be recognized as a great power for good in San Antonio, having the cordial support of the city government and of the better element of citizens. Some of its past achievements are a system of traveling libraries in the surrounding rural districts, clean streets, the enforcement of the expectoration law, better water supply for the public schools, a police matron selected from the membership, appointed by the mayor, a domestic science kitchen fitted up in the club building at an expense of \$300, with a trained instructor, where pay classes in the culinary art were patronized by matrons and maids of the city, also free instruction given those unable to pay. During the last two months of the past school term classes of girls from the higher grades were given instruction in domestic science and practical cooking. Thus the club has demonstrated the practicability of two branches of manual training for girls in the public schools. Added to this, that their work in civics should be intelligent during the past year, the philanthropic department took a course of study in municipal law.

Plans for the coming season involve fostering and improving all philanthropies previously undertaken, with added work of considering active measures for the extermination of tuberculosis in the city, and the establishment of a woman's exchange in the club building for the benefit of women bread-winners. So well have the charities of the city been administered through the police matron, under the supervision of the Woman's Club, that the County Commissioners are considering putting the administration of the county charities under the club's control if it can be prevailed upon to assume this greater responsibility.

While all this is the work of the philanthropic department, the largest and naturally the most active department of the club, it has the material support of the entire club. Thus has the San Antonio Woman's Club demonstrated the superiority of the unlimited department club as an association of women for mutual improvement and social betterment.

A Farmers' Library.

The Farmers' Library of Fort Worth was organized on November 12, 1901, under the management of the Co-Operative Magazine Club, its object being the distribution of literature to residents of Tarrant County, excluding the residents of the city of Fort Worth, to encourage a desire for information, and cultivate the habit of mutual improvement. Our aim is especially to reach the young people and open their minds to the vast storehouse of knowledge which earnest effort will always secure. After almost a year of the greatest success, we feel privileged to claim the Farmers' Library as a permanent institution for progress and improvement. A room in the court house was secured and fitted up comfortably and attractively, so that it might serve as well for a rest room. By individual effort the plans of the club were laid before the town people and contributions of magazines and periodicals solicited. The response was generous and adequate to the demand, and some 15,000 or more magazines and books today are in the homes of our country friends. They come and make their own selections, or the acting librarian often does it for them. We find that to give one family a large number and let them distribute them as called for by their neighbors works well. We send out great numbers through the county teachers, who have taken a great interest in the enterprise. These magazines are not to be returned, but kept in circulation. By this method we feel that there is no reading against time, which would be impossible for farmers and their families. Through the press and in every practical way we notify them the books are here and can be had any day or time; and that so many have accepted this opportunity gives evidence of a great eagerness in both old and young for mental food. One has only to go into the country homes to realize how few of them are supplied with any reading matter more than the county paper. One development of the original idea is that many members have taken the names of boys any girls in the county, and each month send them a new magazine by mail. In some cases a correspondence has been established which no doubt is both a pleasure and a benefit. It may be plainly seen that the plan as carried out is simply a use for what might otherwise be a waste in our homes. A benefaction easily bestowed, and gratefully

received, and it is to be hoped that in time every city in the State of Texas will have similar organizations. For this work any energetic and willing woman has the means at hand, and it is with the hope of awakening such women to their own possibilities for helping others that this resume of the work in Fort Worth has been written.

MRS. R. M. WYNNE.

Fort Worth, Texas.

Fort Worth Kindergarten Association.

The Fort Worth Kindergarten Association has been in existence for eight years, beginning with eleven members, now numbering eighty-seven, and has for its ultimate object the establishment of public kindergartens in the public schools, in order that every child may have the valuable experience and training which is his by right.

To this end the association is supporting two free kindergartens, which take care of more than a hundred children, who would otherwise be left to drift about on the streets, subjected to all kinds of vicious and ignoble influences. Under the happy and safe shelter of the kindergartens these children are growing into industrious, thoughtful, helpful little citizens and are being taught in simple, childlike ways what are their right duties and relationships in life.

In addition to the two free kindergartens, the association furnishes two teachers from the senior class of the training school to conduct a kindergarten in the orphans' home. There are also two pay or private kindergartens under the supervision of the association, one of which furnishes some revenue for carrying on the work of the free kindergartens. Realizing that in this large and growing State of Texas there would in all probability be a constantly increasing demand for trained kindergarteners, the Kindergarten Association in the fall of 1900 opened a training school for young women in order that there might be a supply equal to the demand. This training school is doing good work, and a more enthusiastic band of students you could hardly find in any other institution. Seven were graduates last year, and eight will graduate this year, ready, after two years of training, to carry on the noble work in whatever part of the country they may be appointed. While the Kindergarten Association has not contributed directly to the university scholarship, many of the members are connected with other clubs and have contributed through them, but we consider we are doing work in that direction, having already given three scholarships in the kindergarten training school, and this year offering thirty half scholarships to the young women graduating with the highest grade from the high schools of the state.

The kindergarten training school is now affiliated with the Chicago Kindergarten College, one of the most important training colleges of this country, and students graduating from Fort Worth are admitted to the college for the third year of work.

The kindergarteners of Dallas and Fort Worth called a meeting of kindergarteners and primary workers at Fort Worth in March, which resulted in the permanent organization of the Texas Kindergarten Association.

The Fort Worth Kindergarten Association holds a charter from the state, and this year hopes to establish permanent headquarters for the training school.

The Women's Wednesday Club, of Fort Worth, Texas, in 1900 fitted up a model school room in the high school building of that city, to be occupied by the lowest grade in the school. The club sees to it that this room is kept in fine condition. The work was begun by having the walls tinted a gray-green color. Blackboards were installed at the expense of the school board. The floors and furniture were thoroughly cleaned, and a fringe of Perry pictures was put around the room just above the blackboards. Soft window shades were hung, and plant window-boxes placed in each window. The florists of the city promised to keep them replenished from time to time. Above the Perry picture fringe were hung more than fifty reproductions of the best in art, prominence being given to American work. The pictures were grouped according to schools. One corner was devoted to the famous in sculpture, and one to pottery. Two or

three small casts were placed in the room, and besides the chapel of the high school was decorated with a dozen or more large reproductions of famous pictures. A lecture course was also given and the proceeds devoted to the schools.

WOMAN'S WORK IN GEORGIA.

An Account by Mrs. Granger.—Extracts from an Address by Mrs. Brown.

The educational work of the Georgia Federation might almost be called its whole work, for we are apt to forget that the initial step of club work, the gathering together of women of different religious beliefs and varied home interests to study for their own profit and pleasure, is highly educative.

In the fifty clubs of the state the work differs. In Atlanta the Free Kindergarten Association supports seven kindergartens and has convinced the citizens of the value of the work to the neglected children of the city. In Macon a similar association is doing the same work, and its influence is plainly seen in the homes of the children. A club of little girls in Macon meets regularly and uses its dues, and what little sums the members can earn, to provide a Christmas festival for the children of the Kindergarten.

The club women of Columbus are greatly interested in the work of teaching the children who are too small to go to the mills, except to carry meals. In order to have regular attendance the sessions are arranged in such a way as not to interfere with the carrying of baskets at the proper time. In this school both kindergarten and industrial training are given.

The library work of the Columbus women consists in sending small libraries in rotation through the country schools of Muscogee County. The Students' Club also supports a scholarship at the State Normal School, thus obtaining the appointment of two pupils through the duplicating offer of the General Education Board.

The Atlanta Woman's Club has several scholarships in the State Normal School, and its members visit the public schools of the city and country. Throughout Fulton County these traveling libraries and art collections go to the country schools, while all the teachers feel that the Atlanta women are always ready to help them. The Atlanta City Federation is composed of twenty-four or five clubs and all are working in some way for the uplifting of those less fortunate than themselves.

Throughout the state all of the clubs are working to lead out of the sordid view of life all upon whom they can obtain influence. Many do this through traveling libraries among the schools of the different counties, and several have also provided free libraries in their home towns, while also encouraging the observation of "Arbor Day," December 9, by children of the public schools.

There is a unique work done for musical education by the Music Committee of our Federation, chiefly through the Twentieth Century Music Club of Atlanta. This consists in obtaining free scholarships for deserving pupils and in lending to them music for their use. Several young women have thus been fitted for self-support.

The special educational work of the Federation as a whole consists in the support and encouragement of a new department of rural school education. For two school years we have had charge of the industrial department in the school at Danielsville. There the children are taught gardening of the simplest kind, with the connecting lessons of insect life where possible, woodworking, basketry, sewing, and cooking. The Rome Club has charge of a similar school in Floyd County, and has obtained for it the gift of \$400 per year for two years from the General Education Board. The amount raised by our women for the Danielsville school was \$400 the first year, and \$500 last year. The citizens of the county, Madison, are now so convinced of the value of the additional branches that they will raise a still larger amount themselves, and we have only pledged \$250 to that school for this year, opening in October, 1903.

During the last school year the same work has been done in Bartow County by the generosity of the Massachusetts Federation of Women's Clubs, which sent

us money for a four months' session last spring and will provide for a term of six months during the coming year. If we had the means to thus assist in the betterment of every country school in the state we should soon have a wonderful improvement in the condition of our white children from the poorer homes. Several counties have asked for such assistance during the coming year, but as yet we are unable to pledge ourselves for new schools, although hoping to have at least one more.

MRS. A. O. GRANGER, *President Georgia Federation.*

August 8, 1903.

From Mrs. Brown's Address.

Members of the federated clubs in many counties have visited the county schools, to the mutual pleasure and benefit of visitors, teachers and pupils. Prizes have been offered for essays and other feats of scholarship. Maps, globes and school flags have been sent to many schools. Flower seeds have been distributed also, and prizes offered for the best school garden, and for improvements in school grounds. Pictures and magazines have been given on request in great numbers. In Fulton County the Atlanta Woman's Club with its rest room is always open to teachers from any part of the state visiting Atlanta, and the club annually entertains the county school teachers at a lunch which brings teachers and club women into pleasant association.

The federated clubs were the pioneers of the traveling library work in this state, and are sending out every year more libraries, while the idea has been taken up so helpfully by other organizations and individuals, notably by your own association, that the time seems not far away when every county school will have at least the nucleus of a library of its own. For wherever the traveling libraries go they leave the desire for a permanent collection.

The work of distribution in all these lines has been much aided by the generosity of various railroad officials, who have given free transportation for libraries and boxes of periodicals, to almost any portion of the state.

Kindergartens and night schools are the work of many clubs. A number of scholarships are maintained by the State Federation and its individual clubs, not only in the state normal schools, but in various private schools and colleges, and with private teachers of music and art.

But the best work of the federation, and the best proof of the practical value of its organization, is the model school work, now in its second year, and pronounced by leading educators to be the most helpful and progressive undertaking ever introduced into the educational system of the state. The model schools are connected with the regular public school system, and are therefore under the direction of the county superintendents and commissioners, and have the use of county school buildings. Beside the usual academic course, the work of the model schools includes gardening, cooking, sewing, and other branches of domestic science, with nature study and various lines of manual and industrial training.

The idea of these schools originated with that brilliant and devoted teacher, known and honored by every one of you, Prof. E. C. Branson, Athens, Ga.

Professor Branson suggested the plan to the officers of the federation, explaining that his time and strength were already fully employed in the work of the State Normal School, but that he would gladly lend his advice and influence to further the work if they undertook it, a promise which has been nobly fulfilled. The plan was at once taken up by the federation, and its help promised to whatever county offered the most inducements for the establishment of a model school.

The superintendent of Madison County, by the assistance of public-spirited citizens, reported the largest sum raised, which was put into the hands of the federation chairman of Model School work. The citizens of Danielsville built a kitchen and workshop in connection with the school house. The federation furnished it and filled out the sum necessary for the running expenses of the school. A graduate of a federation scholarship at the Oread Institute of Domestic Science, and another scholarship graduate from the manual training department of Columbia University were installed as teachers, and the first model school in Georgia was an accomplished fact.

But Floyd County had so nearly equalled the offer of Madison County that the Woman's Federated Club of Rome offered to sustain the federation's share of its expenses. Other teachers were supplied, and very soon the second model school began its work.

Bartow County had made a brave effort, but no single federated club was strong enough to undertake its support, all the funds of the State Federation were applied elsewhere, and there seemed no immediate hope for another model school. But just here the organized sympathy that knows no limitations of distance or locality proved its usefulness. The State Federation of Massachusetts offered its aid, unsolicited, to far-away Georgia, and sent \$400 for the school in Bartow County, pledged itself for the same amount another year, and the third model school in Georgia became a reality.

To these schools the children of the county crowd for admission, and the work grows as it goes on. Already there is talk of a small dormitory in connection with one of the schools for the use of children too remote for daily attendance.

Other counties are now waiting to help in the establishment of more schools. The federation has not funds to meet the demand, but the means must certainly come from somewhere.

[The above is a part of an address by Mrs. E. T. Brown, Georgia State Teachers' Association, June 25, 1903. — EDITOR.]

EASTERN NORTH CAROLINA.

The Work of Miss Leah D. Jones in Several North Carolina Counties During the Summer of 1902.

The following is a condensed account of the work of Miss Leah D. Jones, of Craven County, one of the supervising teachers in the Practice School of the North Carolina State Normal College, in promoting better educational conditions in several North Carolina counties during the summer of 1902:

The Beginning.

"My aim was to reach as many communities as possible and to interest as many individuals as possible in the work of the betterment of the public school houses.

"My first step was to see the Superintendent of Craven, my own county, and to write to the superintendents of Jones and Onslow. I found that there was to be no teachers' institute in any of these three counties, and the lack of interest in education made it impossible to get a gathering of people by simply calling a meeting to talk about school houses, so I made up my mind to attend picnics and church meetings wherever I could hear of them and could reach them, and there talk to the people, gathered for other purposes, on this all-important subject.

"From the superintendent I got a list and a map of the townships of Craven County, the school committeemen of each township, the county board of education, and the teachers of the county. I then sent one of our little pamphlets to each of these, and wrote a letter to each committeeman, asking him to notify me of any gatherings of any kind to be held in his neighborhood; and also asked if there would be any chance of my getting a meeting of the ladies to discuss the school-house question. I wrote similar letters to the superintendents of Jones and Onslow. I received replies from only six out of the thirty letters to committeemen and superintendents.

"Then I determined to find out the meetings myself and to hunt up the school houses and go into the very homes of the people and talk to them there. Our superintendent had been in office only a short time and was not able to tell me names.

"My youngest brother was at home for a vacation, so I pressed him into service as driver, hired a horse and buggy and on Friday, June 27, we crossed the river and 'took to the woods,' not knowing a mile of the road. This district had been inaccessible to New Bern until within the last two years, except by small sailboats.

"We knew of a Mr. Latham, a very intelligent, well-informed, and public-spirited man, who lived across the river, so we inquired the way to his house and went there for dinner. He and his family were intensely interested in our proposed work, and besides some valuable suggestions, and information concerning the conditions and dispositions of the people of that section, he gave us the names of all the school houses in that, and the adjoining townships, also the names of some of the most prominent people in each neighborhood. He drew us a rough map of the county and neighborhood roads, with the school houses in their respective places.

"Immediately after dinner we started for the Sheffield school house, and found it three and a half miles from New Bern. It was an average country school house, twenty by twenty-five feet. It is ceiled overhead, and has six windows, also a rostrum about one-third the size of the room. Immediately behind the stove, which stood in the center of the room, stood a post, from which the bark had not been peeled, supporting one of the rafters. The furniture consisted of rough benches, all of the same height, with no backs, except a narrow strip five inches wide at the top, the stove, and a four by three foot blackboard that had once been black, but was now sleek and shiny. This house was in the woods, near the road. The road was the only playground.

"From the school house we went to eight of the homes in the neighborhood. I went in and talked to the ladies, told them that I wanted to get every woman in the neighborhood interested in the Sheffield school, and that I wanted to get them together and talk with them about it, and asked if they would not meet me at the school house Saturday a week. I told them that I had pictures to show them and that I needed their help. The first one suggested 2:30 o'clock as the hour for the meeting, and each of the others agreed to it and promised to get word of the meeting to as many others as possible. I told them that the women must come, and that the men and the larger girls and boys might come if they desired. After stopping every one I met on the road and talking to them, we reached home at dusk, having finished my first day's work.

At Maysville.

"On July 1 I went by rail to a school commencement at Maysville, Jones County. There was an address in the morning, but no chance for me to talk to the people, or even meet them. It was very warm and all hurried home, as most of them lived several miles in the country. In the afternoon I went up to the church, where they were preparing for the entertainment to come off that night, and there I met a number of the students, girls and boys about grown.

"At night the people came from all the surrounding districts and from several of the adjoining counties. The little church was full, even to the aisles, and people were standing around the windows on the outside. About three hundred people were there.

"The children did well, but the entertainment lasted until twelve. At the close, I told those tired people about our Association, said a few words about the necessity of the work and asked the ladies to meet me at the school house the next morning at ten. Five ladies, three school committee men, and half a dozen young men, students of the school, met me. The school room was located in a dwelling house. It is sixteen by twenty-four feet, is newly ceiled, and has seven windows. The stove was a borrowed one, the desks rough home-made, and all the same size, and the one sleek blackboard was only one yard square. Those present seemed interested and promised to work for the school. The committeemen said that they would see that better seats and a good long blackboard were in place before the fall.

"There was no playground, and so I went with a committee of the students to see the agent of the Maysville Land Company, and a large adjoining lot, owned by the company, was loaned for the purpose. The young men said that they would put it in good shape and plant some trees.

"After the meeting I went to the homes of those who had not come out. Maysville is a small village. The people are good and of average intelligence, and there were forty children of school age, but I was told that it was the first time they had had a good school to run three months in the history of the village,

which is not very ancient. They had engaged the same teacher to return for a fall term.

"The two great mountains in my way were utter indifference and lack of unity. The little petty jealousies, one wanting the school house in one place and another in another; one wanting one teacher, and some one else his daughter, or his cousin, or his aunt, made unity of effort almost impossible.

"The struggle usually ended by all who were not pleased keeping their children at home. Such were conditions that I found in most communities. So I usually had to convince the people of the positive necessity of education, and the responsibility, not only of the parents, but of all citizens, before I reached the point where the house came in. But I only visited two places where I did not leave an Association for the Betterment of the School House and promises to talk up the school and the teacher.

At Havelock.

"July 3rd I went to Havelock, twelve miles from New Bern, on the A. & N. C. railroad. I reached there at half past ten in the morning. Marie Buys, a Normal graduate, met me, and together we went from house to house, visiting every home in the district except one, which was three miles away.

"The school house was about like that at Sheffield, unfurnished, save with rude benches. It was situated in a pretty bit of woods, back some distance from the road, and if the underbrush had been cut away and walks made would have furnished very attractive grounds. We planned the walks while I was there. On my first visit we interested a young girl who went with us to that school house and to the homes in the district. There were only about eighteen children in the district. One of the committeemen of the school said there was no use talking education or beautifying school houses to those people; that they were blockheads and that the committeemen should fix things to suit themselves.

"Miss Buys' father invited the Havelock Sunday school to have its picnic in his yard. He had also invited people from other villages and neighborhoods, so that I had a chance to talk to forty or fifty people from Croatan, Havelock, Harlowe, North Harlowe, Adams' Creek and Hancocks' Creek. After dinner was over the yard was strewn with paper, box tops, etc. I gave an object lesson by suggesting that we should not leave our friend's yard in such a condition, and the litter was soon collected and burned.

"One gentleman from Croatan went home from this meeting and stirred up the neighborhood by cleaning up the school yard, the church yard and the grave yard. Miss Mamie Hill, of Havelock, the young woman who went around with us there, got the people together and cleaned up the Havelock school grounds, scoured the floors and washed the windows of the school house, and planned for a basket party to raise money to whitewash the house. The whitewashing was postponed on account of the breaking out of smallpox in the village. A second attempt was made, but another case of smallpox prevented it, and I have heard nothing from there since.

Sheffield School House.

"Saturday morning, July 5, I left Havelock. It was the day appointed for the meeting at the Sheffield school house. It was so warm that I was ashamed to ask any one to drive me over to the school house in the middle of the day, but I had made the appointment and I felt that I must go, so I asked my brother to let me have his office boy, a colored boy who had been a servant in our family since he was a child. We started at half past one. The road all the way was about four inches deep in sand. I really did not suffer myself, as I was so busy thinking of the horse and wondering whether anybody would be out to meet me. But when I finally reached the school house the sight of men, women and children fully repaid me for having come in a walk every step of the way. There were twenty people there: with some children, and some of the children brought messages from their mothers which showed interest. They brought benches out, and we talked and argued very informally about the school, its conditions, its troubles, and the causes of them all. In this district there were sixty children of school age and only *twenty* were enrolled last term. Some were in favor of compulsory education, and some thought that the fault lay in the teacher.

"We discussed the best plan to adopt to get compulsory education, and finally decided that we would first have to get most of the people to want it; we discussed the best way to get better teachers and to get the best work out of a teacher, whether she be good or poor, and decided that the people must stand by the teacher, and help her and encourage her; we discussed the best way to enable the children to get the greatest benefit from the school, and decided that we must have them attend regularly and that we must make them comfortable at school.

"Then we looked at the house and the grounds, to see what we could do just with our hands. The men, or several of them, said that they would ceil the sides of the house if they could get the lumber, and that they would saw off some of the seats for the little ones, so that their feet would not swing all day. Other men and the large boys said that they would cut out the underbrush and fix a walk so that the grounds would be better; and the women said that they would see that the floor and windows were cleaned and that they would put a basin and a towel in place; they said they would make a little flower bed just the width of the steps on each side, get woodbine and blue-bell vine from the woods and plant at the corners of the house. They said they would plant ferns where the droppings of the eaves would keep them damp. One man said he would give a dollar for any needed expense. It came unsolicited, and I added one to it.

"We then organized an association; we called it the Woman's Association, but the men all joined. They had no idea how to conduct a meeting, but I acted as secretary and chairman too, until the president was elected. Then I read the minutes of the meeting and the enrollment of the members and left them with their minute book started. I usually took with me a blank book for that purpose. Since that meeting the house has been ceiled and the outside whitewashed, and the seats have been made more comfortable.

Oriental School House.

"Wednesday night, the fifteenth of July, I went by boat to Oriental, in Pamlico County. Thursday morning I started out and went from house to house. That night about fifty ladies and a few men came out to the Methodist church for a meeting. We formed a good strong association. Oriental is a thriving little village, with about ninety children of school age. The homes are attractive, and there are four very pretty little churches. About five years ago a stock company was formed to build an academy. The shareholders soon lost interest and wanted their money back, so it was sold to one man. He continued the work on it for awhile, and then stopped, and it has been at a standstill for three years.

"For the past two years the school has been taught by two teachers in uncomfortable rooms over a store. When the public school is over, most of the people pay tuition and thus retain the teachers for four months longer. I tried to impress them, not only with the necessity of their having a good school in Oriental but with their responsibility to the children of the surrounding country.

Smallpox Interferes.

"On the Saturday before going to Oriental, Mr. Brinson, the county superintendent, had asked me to meet the county board and the committeemen of number 2 township, who were to hold a meeting in his office on that day. I told them of the work I had undertaken, a little more fully than I had been able to write them, and found them ready to assist me in every way possible. They said that they would inform me of any gatherings to be held, and would try to interest the people. They said that the work was sadly needed, and told me of some districts in which the conditions were even worse than those I have mentioned. In one district the goats had had possession of the school house all the summer. In one, the people were so divided as to where to locate the school house that they would not have any. They insisted upon my going to those two districts and said they would meet me at the station and take me where I could be entertained comfortably. Mr. Brinson said that he would go with me. They insisted that we go in time to be in the neighborhood the Sunday before, when they had preaching. We agreed, and appointments were made for meetings at three places. The meetings were advertised thoroughly and I suppose we should have met most

of the people, but the smallpox broke out in the neighborhood and prevented our going. Those people are aroused, however, and Mr. Brinson will go down this fall, and I hope for some good to come even from the attempt.

Beech Grove and Lima.

"At that same meeting of the board, Mr. Lane, another member and a very efficient one, insisted that I should try to meet the people of Beech Grove and Lima. He knew of no gathering but a quarterly meeting on the 18th and 19th, and he feared we would not get the people together even though he saw the people and sent messages, which he was willing to do. The quarterly meeting meant preaching on Saturday morning, Saturday night, and Sunday. The school house is just beside the church, so I asked Mr. Lane to announce at the close of morning service that I would like to talk to the ladies at the school house a short time that night. He asked them to come a half hour before church time. Mr. Lane lived near the church, and as it was six miles from my home I was to go to his house for an early supper and return home after services.

"Saturday supper found both my brother and myself at Mr. Lane's. Dr. Swindell, the presiding elder, was there, and I found that, fearing the people would not come in time and I would not get a good meeting, those two had decided to let me talk to the whole congregation in the church at the beginning of the services. This embarrassed me, but the minister assured me that it was his suggestion; that my work was important, that he wanted as many as possible to hear about it, that he wanted to hear about it himself, and that he would 'divide time' with me.

"It was somewhat of an ordeal for me, for I had not made any set speech before; I had just talked to the people, oftenest sitting down among them, sometimes standing in their midst and letting them talk back. And this was a different audience and Dr. Swindell thrown in. But I began and told them about our 'Woman's Association,' and I kept on. I told them of the Southern Education Board, of the increased interest in education all over the country, and of the stand our state was taking for it. I spoke of the condition of the school house and grounds and of the effect they had upon the children in their work. I kept on until I had shown my pictures, organized an association, written and read the minutes of the meeting, which took nearly all of the preacher's time. But he then talked to them awhile on the same subject, emphasizing and bringing out beautifully the points I had tried to make.

"The school house is situated in a beautiful grove. It is nicely ceiled, and the seats, though home-made and all the same size, looked more comfortable than any I had yet seen. There is a chart and a very small blackboard. A pay school is carried on after the public school closes.

"Monday morning, the 20th, I went to Lima, took dinner at the home of one of the committeemen, an intelligent, well-to-do farmer, who has had fair advantages and who intends to give the same to his children. Lima is a small district, and has only eighteen children. The school house was new and neat, but there was no playground and the house was neither painted nor ornamented in any way. It was the property of three men,—the committeeman spoken of, and two others. They supplement the school money and get a good teacher, one who can teach music being required, and keep the school open for nine months, but it is only their children who go more than four months. I formed no association there.

Roanoke Island.

"On July 23rd I went to Roanoke Island to the celebration of the North Carolina Historical Society. I knew that at that time I would be able to reach more people on the island than at any other time, and I felt that others hearing of the work might become interested and do some work in other parts of the state. I went so as to be there all of Wednesday before the celebration exercises, which came off Thursday. Wednesday morning I met the Methodist minister. The celebration was held at Manteo, the chief town of the island. He took me to the hall, which the ladies were busy decorating and preparing for the next day. I met a number of them and found that they were quite ready to talk school in the midst of their work. The people of the island are very intelligent, and I

found most of the women intensely interested in the school question. They keep a good school by subscription, employing three teachers. There are 120 children in the town, but only 90 are able to go during the pay term. They have a large school room, but the most miserable desks, the dirtiest walls, and a big blank block gone to weeds and not a shade tree in sight for a playground. The house belongs to the Odd Fellows. The women want the town to build a good house, but they say that the men are the trouble.

"We tried to get a time when I could meet the women; everybody was busy and something appointed for every hour of the time, beginning with church that night. A minister from Elizabeth was to preach, and they said that everybody would be there, so we decided to ask the ladies to remain a short time after church. When the minister made the announcement he said that 'the ladies must stay, and the men may stay if they like.' Not a soul left, so I made my second speech to a church full of people. My aim was to make everybody see that everybody must work together, and must work and think and talk for the school, and must make the school not only inhabitable, but attractive. I tried to meet as tactfully as I could the conditions as I had learned them that day. The women were pleased; they told me that I had 'hit the men right and left,' and a number of men came up and spoke very kindly, endorsing all that I had said. We formed an association. The next morning, just after breakfast, two of the ladies came to the hotel and said that the ladies wanted me to come up to the hall and talk to them before the speaking began. I went with them and found a large crowd gathered, for speaking was to begin at ten and people were coming early to secure seats. The thing that struck me most about these ladies was their missionary spirit. They wanted the women of Sky Co and Wanchese and North End to become interested and to work for their schools.

"They watched the people come in and get seated, and wherever they could find four or five, or five or six ladies together and it was possible to get a seat among them for me, they would come and say: 'Now, we want you to talk to these ladies over here,' and they would have the subject introduced before I got there. So by quietly moving my seat here and there I talked to a number of people while the crowd was gathering, and arrangements were made for meetings next day at Wanchese and Sky Co, the other two settlements on the island.

Wanchese and Sky Co.

"Wanchese is a settlement spread over the south end of the island. You could hardly call it a town. The homes are away off in the woods, but I suppose that none of the homes are more than half a mile apart. They have a good school there taught by a man and his wife. The house consists of two large rooms, upper and lower, and two one-story rooms, built as wings on each side of the main building and opening into the large hall on the lower floors. This hall has a stage across the rear end and the two wings are also used for the school. The upper hall is the Masonic meeting place. These walls were all prettily ceiled and painted; mottoes were on the walls, and the rooms had manufactured desks, the only ones I saw during the summer. We organized a good association. I could not get a meeting at North End. The school house seemed to be new, but is very small.

"There is no school house at Sky Co and only fifteen children. It is a very small new settlement, but even there the people are divided. I could not get them to organize, but they promised to build a house and to organize later on. There are very few negroes on the island, but the few I saw are well behaved and well thought of.

Jacksonville.

"July 28th we went to Jacksonville, Onslow County. Jacksonville is the county seat and could support a good school. They have a large house, 25 by 40 feet, and a large lot, but both were sadly out of repair; miserable furniture, no blackboard worthy the name. The house had been open all the summer; not a tree on the grounds. There had been no school in the place half the time. It was the story of disagreement. A number sent their children away to neighborhoods where there are well-established schools. I had written the county super-

intendent of my coming, and asked him to appoint a meeting of the ladies. He came to see me as soon as I arrived and told me that he had planned a meeting in the church that night. In the afternoon I drove out to Cedar Lane, four miles off, but did not get any of the people together on account of a heavy thunder storm. That night a good crowd met me at the church. We organized an association of twenty-five members. The ladies seemed interested and began at once to plan improvements on the school house and grounds. A month later a gentleman told me he was in the village and attended an enthusiastic meeting of the association.

Sugar Maple.

"On July 20 I went out in the country six miles from Jacksonville and visited the Sugar Maple school, which was then in progress. Mr. Cooper, the county superintendent, met me there. The house, which is weatherboarded and shingled, is set down in the woods by the side of the road. An acre of ground belongs to it, but no use was made of it, as the underbrush was thick. Inside the house was not only unattractive but dismal-looking. The walls were as black and weather-beaten as the outside and the rafters festooned with cobwebs. There were twenty children at school the day I was there, and a sleepy-looking young man in his shirt-sleeves was teaching, or rather he was hearing a lesson. The seats were of the rudest kind, and some of the little ones could hardly get their chins above the desks. Only five or six out of the twenty had ever been to Jacksonville. Five or six were about grown, and three of the young men were very intelligent. I talked with them awhile in an easy way and tried to draw them out, but when I asked if they had ever seen or heard of a special thing or person most of them would look at me blankly, while one bright-faced little fellow would call out, 'I hain't!' I held up the portraits of Washington and Lee, and only three knew them or knew anything about them when told who they were. I talked with them a good while, formed an association among the pupils, and left a picture with them.

Brier Neck.

"That afternoon I went to the Brier Neck school house, nine miles in another direction, spent the night at the home of one of the committeemen. The school house is comparatively new looking, but they are going to build a larger and a better one on the public road. But it will not be in the center of the district. I gave some suggestions as to the building of the new one. That committeeman is very much interested in the school. I did not meet the people that afternoon. I was on my way to the Alum Spring picnic, where I knew I would meet people from all over the country and several of the adjoining counties. I went to the picnic next day and, as I expected, found quite a crowd. It is a good section of the country. The people are intelligent, but most of those who are interested in their children send them away to some small school instead of building up one in their midst. I spent the morning going around meeting and talking to the people. After dinner I asked some of the ladies to go up into the pavilion with me. A good crowd started. People will follow a crowd, so the pavilion was soon filled with women. I stood in the midst of them and began telling them what the women of the state had undertaken to do. Then the men began to gather around the outside, a few at a time, and more came, and more, till I think about every one on the grounds was listening to me, and I had to talk as loud as I could. At first I had the ice shaver and the pink lemonade shaker to talk against, but some one soon silenced those, and everything was as quiet as if we had all been in a house. I talked a long time, and after I had finished I formed associations for Catherine Lake, Brier Neck, Lake View, Gum Branch, Richlands, and won the promise of individuals to organize and work up associations at Hubert, Sparkman and Half Moon.

Kit Swamp.

"The committeemen had sent word around that Mr. Brinson and I would be at the Kit Swamp school house at half past ten on the morning of the first day of August, and at Forrest in the afternoon of August the thirteenth. At the former place, which is in Craven County eleven miles from New Bern, we found only six people. It was in tobacco time, and the women help prepare it for market.

"We talked to them very informally for more than an hour and found out the condition of the community and the troubles. And those present seemed very much interested. Two of the number were a committeeman and his wife, and one an earnest young man who expected to teach at Truitt's next term. Those there decided to organize, and we did so and I left them with a book and the minutes of the first meeting. I had filled the seat and foot of my buggy with old magazines: *Munsey*, *Cosmopolitan*, *McClure's*, *Youth's Companion*, *St. Nicholas*, *Ladies' Home Journal*, and some teachers' journals. I left some of these in the hands of the president and told her to have a little shelf built for them and let the teacher use them as a little library, giving them out Friday afternoons to be taken home. Even if the children could not read them and understand them they would enjoy the pictures, and some of the parents might enjoy them, and the teachers' journals would be helpful to the teacher. I gave a number to the young teacher, who said that he was going to organize an association at Truitts.

Zorah.

"One of the committeemen wrote me that there was to be a big picnic and baseball game at Zorah on the sixteenth. The ball game was to be between the Zorah neighborhood and Reelsboro, Pamlico County. There were about three hundred people present from the surrounding country, counting men, women and children. And, as usual about election times and before, we met several of the candidates for nomination for the various county offices. The school house does not look any better than the one at Kit Swamp, but the people seemed intelligent and well-to-do. They had built a kind of arbor, or pavilion, covered with branches, for dancing, and around this the people gathered while Mr. Brinson talked to them of the importance and necessity of education for every one, and I told them of the helpfulness of a comfortable and attractive school house and pictures, and how they might improve and beautify the school house by a little effort. We then organized associations for Zorah, Reelsboro and Olympia.

Results and Suggestions.

"I can not give much in the way of direct results of my work. Mr. Brinson, the county superintendent of Craven, is very much interested. He is a man of ability and judgment and will work for the interest of the schools and will not be biased or led by any political or other influence in his official acts. He and Mr. Nun, one of the leading young lawyers, and Professor Harding, superintendent of the New Bern schools, have agreed to respond to invitations from the neighboring schools to address them on stated occasions.

"I have sent a framed picture to four schools. Three houses have been ceiled inside and whitewashed outside. One of the committeemen told me that after church in his township the men, instead of talking politics as usual, were now talking schools. A man told my father that his son, who had been hard to get to school, had made up his mind to go every day, and had already boxed some flowers for the school house. A few stray facts like these are all the direct results that I know, but I believe the people of the country can be reached and can be aroused. They need encouragement. They need teaching. The work needs to be followed up. They need teachers most of all; good, strong teachers. The salaries paid the teachers are too small. The people are opposed to taxes. The majority of them have little to tax or to pay taxes with. If some good strong teacher could go into the country districts while the schools are in progress, spend a day or two in each school, go back and forth with the teacher, talk with and encourage her and direct her, and then meet the parents and get down to them as a friend, wonders could be worked. It would be as trying, in many instances, as work in foreign fields, but it could be done. Or, if every county could have an enthusiastic working school man for superintendent and let him have that for his only business, the rural school problem could soon be solved.

"But as we can get neither of these in many counties, my idea has been to try to form strong associations in the towns that will divide up and take especial interest in the schools nearest to the towns. For instance, if there are six country schools within a radius of eight miles around Greensboro and we could get thirty women in our association, let it divide into groups of six, and each group become interested in a particular school, visit it, etc."

REPORTS OF WOMAN'S WORK.**What is Being Done in Several North Carolina Counties by the Woman's Association.****Sampson County.**

"We have labored under difficulties, some of which we have overcome so much as to see improvements in the way our buildings have been kept.

"As an association we are weak. The most we have accomplished has been through our monthly teachers' meetings. We have called the attention of the teachers from time to time to the importance of cleanliness and beauty in the school, of the help it is in maintaining order. An orderly school in a disorderly school room is certainly impossible, to say the least, if such a condition ever existed, which I very much doubt. We have also emphasized the fact that beauty and cleanliness have an influence on the mind of the child.

"We have had some women among us who were deeply interested in the betterment of the public school buildings before we had ever thought of organizing into a society for that purpose. When Miss Annie Beaman, who was a former student of the Greensboro Normal, suggested organizing, we were like Mrs. Hollowell said the Goldsboro ladies were in regard to public nuisances: they were glad to get behind the screen of a society to tell some of the teachers of their badly kept school rooms.

"There is so much that a teacher can cause to be done for the betterment of school houses, without money, or at least without help from the school fund. The means with which to accomplish this can be found in every school district. In many places these means are wasting for the need of some one with energy and self-reliance enough to create an interest in the community sufficient to have them used. This creative power is most cases will have to rest with the teacher. The children are the medium through which they can work. Interest the children so much that they will interest the parents, and we have taken the first step.

How a School House Was Built.

"If you will pardon an allusion to my own work, I will be glad to tell you how we enlarged our building. There may be many others in the county who have done the same or its equivalent, but I have been at work and therefore have not had the time to learn what others have done.

"Our house was a neat little room, twenty feet wide and forty long, which was entirely too small for the seventy-five children who were enrolled. The children wanted an entertainment for Christmas. Our house was entirely too small. We promised the entertainment on condition that we should have a room built to the school house. The committeemen gave us permission to build the room, but told us not to ask the board for money, and we did not. We asked the land owners for trees and they said we could have them. We asked all who had teams to help haul logs and they said they would. There were two saw mills in the neighborhood and they promised to saw the logs for nothing. A man who had burned a brick kiln said he would give the brick. We found three men who would give us the shingles. We asked every man in the community to help work. They all willingly promised to do so.

"After we had all the material and work promised we came to a standstill for the want of some one to go ahead. We did not wait long, for the school boys took axes and teams and went to the woods, and the men followed. We used the horses that some of the pupils drove to school to do much of the hauling. We had three there every day. After we got the material together we appointed a day and asked those who had promised to work to come. They came, and in ten days after the first log was cut we occupied the room. This room was built as an ell to the house, 24 feet long and 14 wide. And we built it without a dollar.

"We took up a little collection at our entertainment to get money for the nails and the lime and other expenses. We were unable to complete the inside work at that time on account of the lumber being green, but we have the material on hand, and with such boys to go ahead and men to back them we are certain

that we shall complete it in time for our summer school. Our people were so well pleased with the work they had done that they have promised lumber for a hall of any size we think best.

"Before closing this paper, I desire to say a few words in regard to the work of this society. It is touching to me to find so great a number of prominent city women taking so great an interest in the country schools. I am a country woman, and a country teacher. I know the conditions of country schools and country life. I believe I can now speak to you a heartfelt gratitude from the country people when they know of your labors for the betterment of the public schools and the country children."

The above paper was read at the Greensboro, North Carolina, meeting of the Women's Association for the Promotion of Better School Houses in North Carolina. The teacher who read the paper and did the work it sets forth was Miss Anne J. Barbrey, of Clinton, Sampson County, North Carolina.

Forsyth County.

"When the officers of the Association began work they found that Forsyth County had seventy schools and eight thousand scholars; of that number only four thousand attended school and only three thousand attended regularly.

"Six schools, one of them colored, had libraries; one had pictures on the walls, three had maps, one had introduced manual training and was struggling almost hopelessly to raise funds to continue the work. All of the school houses, except four, were good, and most of them were new. In one month the lady workers drove 225 miles, visited thirty-four schools, and talked with parents, teachers, committeemen and children, trying to impress upon all the necessity for libraries, clean school houses with pictures on the walls and neat grounds. They recommended that windows be washed and stoves polished; that door mats and wood boxes be provided, and that papers and lunch boxes be burned instead of being thrown out of doors.

"Of the thirty-four schools visited thirty-two have promised to improve houses and grounds and thus try to win the set of *Youth's Companion* pictures promised by that paper to each school so doing. Twenty of the thirty-four schools promised to work for libraries, eight having already raised the necessary amount, while others are giving school entertainments, lawn parties, etc., to collect funds. Mr. Robert C. Ogden has presented a library to the school named for him, and a set of Perry pictures to each of the seventy schools. In addition, he has sent fifty pictures to be distributed among the teachers raising funds for a library. Mr. Henry Fries has given ten dollars to the library fund. Ten small libraries have been given the Association for distribution among the neediest schools. Miss Clayton Candler and the members of the Round Dozen Club have donated a circulating library.

"In July the president of the Forsyth County Association will go to one of the nearby mountain counties to organize an association there.

"The plan of the work is as simple as it is systematic. The county is divided into townships; each school in the township is visited, and its needs and possibilities discussed with teachers, parents and committeemen. A complete record is made of the number of scholars, average attendance, and condition of house and grounds. When extra work has been done by teachers and scholars to improve existing conditions, special note is made of it. A full report is then published in the local papers, copies being sent to all interested. This has been of great advantage, as teachers take great pride in good reports, and, in addition, the public is kept in touch with the schools and with the work of the association.

"Since this preliminary work was done, the schools visited have sent in their reports, and from the number the following one is chosen. The school is the West Salem graded school; Mr. Mendenhall is principal and Misses Lizzie McIver and Mamie Roberts assistants. Other reports equally good were sent in.

How the West Salem School Raised a Library Fund.

"For a long time the West Salem school felt the need of a library, but did not know how to get one. At the county fair in the fall of 1901 a prize of \$10 was offered to the school making the best exhibit of school work. The West Salem school thought this would be a good chance to start a library fund, so it

set to work to prepare an exhibit. It won the prize but its ardor cooled and it quietly laid the money away. In the winter of 1902-03 officers of the Women's Association for the Betterment of Public Schools visited this school and talked to teachers and scholars about the library and about decorating the walls with pictures, etc. Everybody felt like the man who had buried his talent in the ground. While they had a nice building, the walls were bare. The pictures given by the association showed how much better and more attractive the rooms could be made. Every teacher and child felt new interest, and pictures, large and small, poured in from all sides. In a little while the walls were covered with bright pictures, some were framed but the others helped and were made more attractive by pasting gilt bands around the edges. The next question was how more money could be raised for the library.

"The association ladies had said the state and county would each give \$10, if the school would raise \$10. There were nearly 200 children in the school and five teachers. Most of the patrons were people of limited means, many worked in the factories and mills, and had all they could do to support their families. The committeemen and many of the parents thought a library unnecessary, as all the Sunday schools had libraries. The school felt it must overcome these difficulties, so the children saved their pennies, many of them worked at home and earned a little. Some of the smaller children carried in wood and washed dishes. As soon as they earned a penny they brought it, until they had about \$15. This was added to the prize money, and about 130 books were purchased. At the end of school an entertainment was given and an admission fee of ten cents charged. About \$25 was thus cleared. So, instead of the \$10 they had started out to raise, they raised nearly \$50.

"The school hopes soon to receive the money from the state and county so as to buy a nice book case and more books. The teachers have arranged to have a 'Library Day' every two weeks during vacation, and each time children eager to read have come for books. They hope soon to furnish a small unused room for a library."

LIZZIE McIVER...

Miss McIver's self-sacrificing labors should prove an inspiration to teachers who wish to improve school conditions, but do not know how to begin.

MRS. LINDSAY PATTERSON, *President*.

MRS. EUGENE EBERT, *Vice-President*.

Moore County.

"Two weeks ago at our Teachers' Institute we organized a Women's Association for the Betterment of Public School Houses. The following officers were chosen: President, Miss Anna D. McIver, Carthage; Vice-President, Mrs. T. N. Woody, High Falls; Secretary, Miss Bessie M. Stuart, Carthage; Treasurer, Miss Mary Arnold, Cameron.

"One of our plans is to offer to the three lady teachers of the county who make the greatest improvement in their school rooms during the present school year a scholarship each to some summer normal school to be held next summer."

BESSIE M. STUART, *Secretary*.

Carthage, July 25, 1903.

Moore County Scholarship.

MR. CHARLES L. COON, Knoxville, Tenn.

Dear Sir: Your inquiry of the 22nd instant in regard to the scholarship offered by the county superintendent of Moore County, to hand and contents noted, and I take great pleasure in answering. The superintendent, Mr. M. A. McLeod, offers to pay the expenses, including board and tuition, at any summer school in the state, of the teacher of a public school of the white race in this county who shall secure the best attendance in his or her school during the next scholastic year, or I should say, during the four months our public school is open.

"It may be of interest to you to know that at the recent institute held for the teachers of this county, the 'Woman's Association for the Betterment of Public School Houses' took up a subscription and raised \$50 for two scholarships which are to pay the expenses at any summer school in the state, of two lady teachers of the white race who shall make the most improvement in school

houses and grounds during the next scholastic year. These scholarships, as is also the one offered by the superintendent, are not permanent; they are just for one year."

GEO. H. HUMBER, *Chairman of Board of Education.*

Carthage, July 28, 1903.

Robeson County.

"Dear Mrs. Brown: Replying to your favor of the 22nd, I beg to say that not a great deal has been done in Robeson in the way of improving the surroundings of the school houses, but more decided progress has been made in building better houses, improved seating, etc. We now have six new houses to be erected at once, besides others already built. There is still great indifference about improving the grounds, and much missionary work is needed just here, but, in other respects, I can report decided progress."

J. A. McALISTER.

Lumberton, April 27, 1903.

New Hanover and Columbus.

"I have attempted organization in five of the seven counties in my district. I have succeeded in organizing two—New Hanover and Columbus. People generally are interested in the work, but seem slow to take hold and make it go.

"Mrs. Martin S. Willard sent in the following report April 2: 'There are eleven schools in New Hanover. I have met the teachers at two of their association meetings and they report some work done each time. I have succeeded in getting one library of sixty books in one school. It is a circulating one and all will have the benefit.' The report stops here with a request for more information as to methods and plans, and for more literature.

"Miss Bessie Richardson, my other president, reports little work for Columbus on account of prolonged illness and death in her family. Plans are under discussion for a new building at Whiteville, and so little has been done toward interior decoration of the present one. She has communicated with some of the rural districts, but I can not say that enough has been accomplished to report. I hope to have a more encouraging report to offer next year."

MRS. J. A. BROWN.

May, 1903.

Iredell County.

MISS MARIE BUYS, Havelock, N. C.

"Dear Madam: I herewith submit report of the Women's Iredell County Association for the Betterment of Public School Houses in North Carolina, organized September, 1902. The plan outlined was to organize township organizations. This has been partly done. We hope to complete these organizations during the present summer.

"One public meeting of the county association has been held in which some of the club women of Statesville participated. Steps have been taken to join the State Federation of Women's Clubs. We have had stationery printed for the use of the secretary. A leaflet setting forth the plans and purposes of the Association is now in the hands of the printer.

"Four district associations have been instrumental in securing for their respective districts libraries and otherwise improving the conditions of the schools."

LAURA FALLS, *Secretary.*

May, 1903.

Wayne County.

The Woman's Association for the Betterment of the Public School Houses of Wayne County was organized on the 23rd of October, 1902. At that time fifty-four active members, six associate, and one honorary member were enrolled. The following were elected officers: President, Mrs. W. R. Hollowell; Vice-Presidents, Miss Julia E. Hollowell and Miss Charity Atkinson; Secretary and Treasurer, Miss Jessie Jenkins. The State President, Miss Laura Kirby, presided at that meeting.

With fixed determination it was decided that the whole organization should go to work, with the following results: Of the seventy white public school houses of Wayne County, there are but three or four that have not been greatly improved. The yards and houses have been kept clean, trees and shrubs planted,

flowers cultivated, and numbers of pictures have been framed and put into the houses. Ten of the schools have fully organized their associations, and many others will when the next school term begins. Since the organization 293 members have been added, making a total of 347, and \$146.62 had been raised for the purpose of improving the school houses. Mr. E. F. Atkinson, our county superintendent, has labored earnestly and successfully in the cause, and is a member of the executive committee. To him we are largely indebted for the success of our association.

MISS JESSIE JENKINS. *Secretary.*

May, 1903.

Rockingham County.

I am glad that you wrote to me asking about the work that has been done by the members of the branch association of Rockingham.

In one of our districts there were forty-nine pupils enrolled. The school room was 14 by 16 feet, and although this was a frame building it hadn't been properly cared for and was in a very disreputable condition; blinds were gone, window panes broken, lock broken, and walls, desks, and floor badly soiled.

There was not enough money due this district to enlarge the building and continue the school the following term, so a mill owner very kindly promised, after much persuasion on the part of the teacher, to have ten feet added, provided that the county board would make an appropriation at their annual meeting to defray this expense. Through the efforts of teacher and pupils they now have a room 14 by 26 feet, very comfortably heated, well lighted, clean walls and floor, and very comfortable desks. The grounds were cleaned and kept clean, the walls were decorated with copies of the masterpieces, historical pictures, bird pictures, and maps. A plan is now in operation to secure a rural library.

Several other buildings in the county have, through the efforts of the teachers, either been repaired, or replaced by new ones.

The length of the school term here is seldom longer than five months, therefore very little has been done on the grounds in the way of planting, but all the teachers are very deeply interested in this movement, and since its organization have taken more interest in the appearance and comforts of their school rooms; they have secured curtains, pictures and plants, with which to interest and decorate, and while very little planting has been done on the grounds, plenty of grubbing and sweeping has gone on.

MISS LILLIE TERRY.

Reidsville, N. C., June 22, 1903.

MISS LAURA KIRBY:

Dear Madam: An Association for the Betterment of Public School Houses was organized in Rockingham County July last, and has done active work since then.

We now have eight rural libraries and one circulating library. Some of the school houses were really in a very uncleanly condition, and I think that I am prepared to say that there isn't one in that condition now.

I know that quite a number of teachers have bought passe-partout and framed pictures for their school rooms, they have bought curtains for their windows, and had the stumps removed from the yards, and have done what else they could for the improvement of their surroundings. Not as much has been done as could, yet they (the teachers) are certainly very much interested in this work.

Respectfully,

LILLIE TERRY, *Vice-President.*

Reidsville, N. C., May 6, 1903.

Madison County.

In regard to our County Association for the Betterment of Public School Houses, I am very sorry to tell you we have done but very little up to the present time. We organized last year at our Teachers' Institute and collected \$12 from honorary members. We secured all our literature and sent out a few notices, but were able only to make a beginning. We fully intend to push our work vigorously this year, in each township of the county. Where we can not secure the

locations for commodious buildings and grounds, we want to encourage the repairing of old ones and the beautifying of the grounds.

The Board of Education has built five new school houses this year and anticipate borrowing some funds from the permanent loan fund of the state to build several others. We hope to be able to give you a good report of our organization in the near future. Our county has fifty framed school houses and ten log ones. Several of our schools are taught in churches.

One of our Madison young ladies, Miss Kathleen Clark, won ten dollars as a prize at the State Normal, Greensboro, to put in a rural library; the balance we hope to raise during our next Institute and install the library.

MRS. M. G. HUDGINS.

Marshall, N. C., July 7, 1903.

Henderson County.

"I, as president of the branch association in our county, feel much encouraged by the work done by our teachers during the past year. Most all have done something. One teacher set aside Arbor Day in which to interest the children and the patrons in the work. After suitable recitations, etc., the improvement on the school grounds began; stumps were dug up, the yard leveled, and trees planted, and each one went home with a new interest in the teacher and the school.

"One teacher says: 'When I entered my school room the walls looked so bare I told the children we must have some pictures on the walls. So I secured pictures of Lee and Washington already framed, also a bright chromo of animals. These I hung on the walls. Another picture and some flags were brought to school by some of my students. The pupils were much pleased at the change these things wrought in the school room, and each vied with the others in supplying the rose bowl with fresh flowers each morning. During the term the best maps and exercises were tacked on the wall and I indeed felt repaid by the clean smiling faces of the children.'

"All the teachers have paid more attention to the ventilation and cleanliness of their school rooms than heretofore. At our meetings papers have been read relating to our work, and we have also distributed throughout our county pamphlets with plans and designs for laying off school yards and beautifying the surroundings. During our County Institute we urged the gentlemen teachers to pay more attention to this phase of the work, and we also told them how to go about it, and asked them to send in reports of the work done.

"The teachers find ready and willing helpers among the patrons and committeemen and the work stops not at the school house, but the homes, too, are being beautified."

MISS JEANNETTE MILLER.

Hendersonville, July 24, 1903.

Henderson County.

"The Henderson County branch association of the Woman's Association for the Betterment of Public School Houses in North Carolina was organized during the Teachers' Institute, July 1902, with about thirty-five members.

"A meeting was appointed to be held the first Saturday before Thanksgiving. An interesting program was arranged, but, owing to the inclemency of the weather, very few were present. Another meeting was arranged for a few months later, but again the weather interfered. Though our meetings have not been successful, yet we have not labored in vain. Some of the teachers have awakened to the realization that this feature is needful in the public schools for the best good of the children. Pictures have been hung, yards have been beautified, and the children have become interested in this great work that is going to do so much good in uplifting them.

"The *Youth's Companion* and the Perry Picture Co. have kindly sent us pictures, diagrams, etc., which we have distributed among the teachers."

JEANNETTE MILLER, *President*;
ESTHER SHIPMAN, *Vice-President*;
FLORENCE BARNETT, *Secretary*.

May 8, 1903.

Wake County.

"The association for Wake County was organized by Mrs. Moffitt at the close of the Teachers' Institute, August, 1902. Officers were elected and about thirty names enrolled; but there was so much confusion that no plans for work were formed. In fact, not even the officers knew their duties, and the past eight months have just taught us how to go ahead. We have learned more than we have done.

"With no great effort, we soon had twenty-six associate members. The county gave us some stationery, so we have spent only four dollars, chiefly for postage. The county superintendent, Mr. W. G. Clements, was our first associate member.

"Immediately after organization we sent out letters to eighty-eight influential people in the different school districts. For several districts, we could learn of no one likely to be interested. These letters explained the work of the association and offered help in local organization, if needed. There were only a few answers to these letters.

"In February, 1903, the president wrote a personal letter to the teacher of every one of our ninety-four white schools, offering to send literature and give any kind of assistance toward interesting the people in improving their school houses. Very few answered this letter. In all, we have had correspondence with only thirteen school districts.

"At six of these places the women have organized — at Wake Forest, Flint, Eagle Rock, Mount Moriah, Garner, and the Reddish school house. The county superintendent attributes the marked improvement throughout the county in clearing off grounds, removing unsightly piles of wood chips and ashes to the fact that there is an organization interested in such work.

"The schools of Wake Forest and Eagle Rock float the flags given by the *Youth's Companion*, and others are working for them. The Mount Moriah people had an Arbor Day and set out fifty trees. They are now improving the interior of the school house. Reddish school house is working for a flag. Mrs. Moffitt interested this school in a library, giving the first dollar herself. The remainder of the necessary ten dollars was raised in small sums, thirty-nine contributing in various amounts ranging from three cents to a dollar.

"Wake Forest is fortunate, both in its teachers and in its school committeemen; but nothing can be said in praise of the school house the county built there last fall. Thirty-five ladies determined to help the committeemen, who were already hard at work trying to make the best of a bad building. Through the personal work of Mr. Sledd and Mr. Peel, with the assistance of the ladies, the townspeople have spent \$215 on this house and are now spending \$64 more for three gable ventilators and for painting the outside.

"These are some of the things that Wake Forest men and women have done towards improving their school house and grounds: They have put blinds to fourteen windows; built a fence separating the boys' and girls' yards; built a wood-room; rocked and curbed the well for \$25; double-floored all three rooms, with paper between; enclosed a hall for a cloak room and put transoms over the doors; cut a front door (double doors with ventilating transom); replaced two doors made of ceiling strips with regular panel doors; they have plowed, harrowed, and raked the yard. The school boys did the raking. About forty trees have been set out; one a memorial to little Miriam Sledd. The interior of the school house has been painted throughout; there are many pictures on the walls. three cases of book-shelves have been given the school, and also a map of the United States; 205 useable books have been donated, and a closet for supplies has been built."

MISS EDITH ROYSTER.

May, 1903.

EAGLE ROCK.**How Miss Abernathy Transformed a Wake County School House.**

"When I took charge of the Eagle Rock school in September last I found a house in the midst of a large yard grown up in briars, weeds, and broom sedge. Just in front of the door was a road made by drivers taking a short cut from one public road to another.

"The interior of the house was no more inviting, containing only desks and two small blackboards, the floors and walls being much discolored. I had to begin with small things. I found two nice, large calendars, and hung one in each room. I also told the trustees that three more blackboards were needed, and these they willingly gave.

"Then I learned that one of the trustees had a large map of the United States. I went after this map and got it. Indeed, he lent it with pleasure when I told how much it was needed. Shortly after this the county superintendent visited the school, and I asked for a globe to be paid for by the county. He replied that it would be a pleasure to present the school with one, which he did. It has been of great service.

"But the yard gave me the horrors. I laid the case before the children and called upon them for help toward a new order of things. Then I appointed December 13 as work day on the yard, and sent requests to several patrons to be there on that day, and in the notes specified the tools each should bring.

"When I drove up with my wagonload of tools and workmen on the 13th there were waiting for me a strong force of hands and eight horses and mules. They plowed, and chopped and dug, and harrowed, and laid off walks, and when we left things were marvelously changed.

"The following Friday was appointed Arbor Day, and all the people of the community, whether patrons or not, were invited to bring trees. Nature recognized her friends, and gave a lovely day, and the people came. The children rendered some appropriate selections. Miss Royster followed with an address, and then we went out and planted the trees. There were forty-seven planted, mostly elms and maples.

"One gentleman sent word that it was impossible for him to be there then, but to have three places marked, and when I began the new year his trees would be there. They were. He named one for me, one for my assistant, and one for the preacher. The preacher — ungrateful one — has died, but the teachers, as was to be expected, are holding their own. Out of the fifty trees forty-six lived.

"The map trustee had some rye, and he volunteered to sow it on the ground and so prepare the soil for grass next fall.

"A letter to our congressman telling about the work and asking for trees brought seven choice varieties from Washington, which have been tended with great care.

"I sent a little sketch of our Arbor Day to the *Youth's Companion*, and by way of encouragement this paper sent the school a set of historical pictures and a handsome United States flag. What a happy time that was!

"The five pictures were neatly framed and glazed through the efforts of five little girls, and do brighten the walls so much. Each little tot was allowed to choose the picture she wanted to frame, and her name and the date were written across the back. This gladdened their little hearts and was, at the same time, an object lesson showing that efforts bring results.

"About this time I interested the large girls in buying a carpet to cover an unsightly rostrum. They were instructed not to take more than five cents from any one, but that that one might be visited by each of them in turn. The money came right in, and the carpet was soon down.

"A crying need here was a well. Water for the school (eighty-eight children) had to be brought a long distance. So I borrowed a buggy and mule and drove round the country soliciting subscriptions to dig a well. Some promised cash and others agreed to haul stones for the wall. One man said that he would make up any deficit there might be when the work was done.

"The well has not been digged, however, because a digger could not then be found, but one has now been secured, and the work will commence.

"The Ladies' Association organized by Miss Royster has planted fourteen flowering shrubs, violets, lilies, chrysanthemums, honeysuckle, clematis, Virginia creeper, and thirty-four rose bushes, and the congressman has remembered us again with packages of seeds.

"When the rye was planted I had left a large square made by the angle of two rooms, in part. Most of the flowers are set here. My friendly trustee gave cedar posts for the two open sides, and this square is wired in. I sent to a livery stable and asked for wire that comes around bales of hay. This isn't very strong,

but answers as a protection now, and next year perhaps a better fence may be forthcoming.

"Plans for a library are now on foot, and eleven volumes have been donated. This work is engaging my attention now, and by the close of another year my school hopes to make a good library report. The hope is also indulged that the ceilings may be painted white and the walls tinted a soft color.

"Things are looking pretty now. The rye is green, the violets have bloomed, and the roses are budding. The trees are making a brave show, and Friday I tried them to see how many made shade enough to cover me.

"It does me good to stand in the door and contrast the present with the showing we made in December; and, with the exception of the well, it has cost almost nothing, for the carpet and frames came by getting a nickel here and there, and no one is the poorer. Very truly yours,

"ANNIE ABERNATHY."

Eagle Rock, N. C., April 27, 1903.

Miss Royster, you will doubtless think that such small happenings might have been told in fewer words — but, perhaps, you have a blue pencil.

Reports from Surry County, North Carolina.

The following reports were recently handed the President of the Surry County Association for the Betterment of Public School Houses. The reports cover the work done during the year 1902-1903.

Miss Ida Wall, District No. 9, Mount Airy township: "When I began teaching the school house was surrounded by bushes and stumps. These were cleared away early in the year. The larger boys brought mattocks and axes and spent the noon hour at work until the grounds were cleared. The school house was also in bad condition. A committee of children was appointed to solicit money to buy paper with which to paper the walls. Some pictures were also secured, and some were loaned by the children and their friends.

Miss Vera McGuffin, District No. 9, Mount Airy township: "The children and I cleared the yard of stumps and bushes and planted cedars and other evergreens. We secured four historical pictures through the *Youth's Companion*, as well as some other pictures from the Brown Picture Company. The floor and the windows were cleaned and the pictures framed and hung up. Flowers were kept in the school room during the entire winter. The children brought them."

Miss Sarah Booker, District No. 4, Stuart's Creek township: "I taught last year in a log school house. The house was repaired and to some extent made comfortable. The yard and the play-ground were cleared of stumps and bushes. The *Youth's Companion* gave us some pictures. We also secured a collection of Perry pictures mounted on cardboard. A large picture of Governor Aycock was secured and hung on the wall and decorated with North Carolina flags. The evening before Christmas we decorated the house with holly and mistletoe, and each child was given a Christmas present."

Miss Jessie Morgan, Franklin township: "Our first work was to clear the stumps and bushes from the school yard and to lay off walks and set out some trees. We secured a number of pictures from the *Youth's Companion* and bought some others."

A LOG SCHOOL HOUSE.

A Dream of the Future Based on Present Conditions.

The following paper was read at the annual meeting of the North Carolina Association for the Betterment of Public School Houses, May 5, 1903, by Mrs. Charles Price, of Salisbury:

I wish not to try for effect, but simply to tell what happened at our little "Ellis School House." Ellis is not only the name of a distinguished Governor, — our War Governor, — Vance's immediate predecessor, but the very place of his birth and rearing. He lies buried in the quaint old churchyard in my town, Salisbury.

My attention was directed to this particular school, because I passed it so often in going to, and coming from, a recently acquired farm. This poor little school house was so forlorn, so badly built, so rudely finished, and altogether so different from my idea of a country school, that I should have passed and re-passed it, without interest or comment, but for meeting the two sisters,—the dear little faithful teachers,—Minnie and Della Swicegood. They were in the toils of housecleaning for the school that would open the next week. I stopped to see whether I could not help the good work. I was most hospitably received, and my suggestions for the comfort of the school were gratefully observed.

New window panes were put in, and Perry pictures, to make little spots of interest on the bare walls, were added. My next visit was when the school was in full swing, with a house jammed and packed like sardines, with sixty-two unusually promising boys and girls. They sat on uncomfortable benches, with the rudest of home-made desks. The room was so full there was no set-aside place for the teacher. She sat here, there, and anywhere, so patient and uncomplaining, so astonished and pleased at my interest, that I was rebuked. The average age of the children in that room was fourteen years, in the primary room, ten. The attendance—here I pause to ask you to consider the remarkable fact—the average attendance was sixty; out of a possible sixty-four. Many walked two miles to begin work at 8:30. They were never late, and oh, such obedient, good children, so zealously trying to learn. Four families in the neighborhood did not patronize the school, for reasons we hope to overcome.

There are two occasions that stand out; one at Christmas in the Baptist church, just across the big road. The neighborhood was in such a turmoil. Men, fathers and grandfathers, could not get down to work for some days afterward. They had never had a Christmas tree, had indeed never seen one. One man said: "Why, it will be full of presents. I heard from the Committee that the presents would cost fifteen cents apiece! I reckon they will be mighty nice." The children were wild with joy.

The other occasion was Washington's birthday. The little teachers were very busy, and so little older than the oldest pupils, that I had to wait for a word before I could be certain which was the teacher. Many ready responses made me know the children were familiar with our immortal hero. I said: "What was the best thing about him?" A freckle-faced, bright-eyed boy answered: "He could not be got to lie."

The teacher's method was to offer prizes. The children preferred books to anything else. The school term was four months, but the money held out for five months. I have never heard why, unless it was like the oil and meal, by divine blessing. We did not know it then, and we concluded to make it an additional month by a popular subscription. The teachers had no trouble in getting up the desired sum. I headed the list, and my example was readily followed. All gave willingly. I shall stop here to pay a merited tribute to the woman who trained these teachers; whose work has been faithful and efficient; who has equipped scores of girls in all our surrounding country to be better, stronger women. Miss Eaton, of Mocksville, is her name. Our next term will begin early in November, so that we can have nearly, if not quite, six months.

The practical results of my efforts have been:

1st. The pupils were stimulated and the teachers very much encouraged by my visits.

2nd. The patrons were moved to more interest in the school, and became keenly alive to the school interest, when presented to them.

3rd. The prizes stimulated many to increased efforts.

In view of the results obtained in this instance, I would respectfully urge that each school be visited by one woman appointed by the county superintendent. This duty need not be onerous, as due attention could be paid to appointee's being convenient to the school house.

I have determined to build a model log school house. I shall use my first money in employing a first-rate architect, to give me a plan. It will look like the pretty houses we have all admired in Asheville, the shapely pine logs cemented with glowing red. I shall make a canvass of the entire neighborhood, and I know my logs will be cheerfully given. I want a goodly number, too, for I shall have several rooms in the house.

It is indeed a poor subject that is not fertile enough for a dream. Heaven help it to mean more. I see my log school house in multiplying numbers, with commodious rooms, convenient water, to keep little hands tidy, for "a clean body goes a long way towards making a clean soul." I see modern games for approved outdoor exercise, for "the fun of it," not always the exercise that comes from hard labor. I see a library with the best books that men and women write, placed in a room big enough to offer inducements for a lecture, with a platform that might serve as a stage for plays; and, if our Baptist brothers across the way are willing, a country dance. Call it any name, so it fulfills its object of "amusement for country children."

I see a higher and nobler entertainment; we will call it an Industrial Department. We will teach boys and girls that there is no nobler industry than farming. We will teach by actual experience that wheat to pay must not succeed wheat, but clover or peas. We will show them that corn must produce more than one ear to the stalk, that it takes less work and more thought to make farming pay better than any other vocation; and we shall do it as an object lesson. Land is cheap everywhere in North Carolina.

We will teach the girls chemistry, by showing them how to make good bread, teaching them to use soda sparingly, or not at all, and always with sour buttermilk or cream of tartar. We will teach them the properties of yeast, so that flaky light bread will delight the eye and the taste, and incidentally restore the health of the family. We will teach them to sew and fashion plain clothes and make them fit.

"Is this a dream? Then let me dream again." It must be a reality. It must be an immediate reality. I think the house, with the logs given, could be built for three or four hundred dollars, or even less, for I mean to utilize my men and boys, and the girls, to make them love what they help to create. If there be left a dollar we will pass it on to the next district for their log school house.

I see a day, and God grant it may not be far distant, when we can dot our noble state, beginning with Rowan County, with these model log school houses. Then the opprobrium of "the log cabin and the pine tree" will be done away with, and women will count it an honor to be of this "log house work." When we realize what such things mean, our boys and girls will love the country school; they will be contented with the country neighborhoods, where such "log school houses," which break the weary monotony, are maintained; they will love the land that calls for them to stay and yearns in uncultivated loneliness for them to return.

Do you know that the statistics in New York, and I think here in North Carolina, tell that by far the greatest number of women patients in the insane asylums are farming people? Cause? Loneliness, — laconic reason for so sorrowful an evil. I would try, as a help or relief, my log school house and its accessories. The architect will tell us just how many trees to plant. Dr. Winston, that indomitable educator, just how to begin our little experiment farm, and he will furnish a teacher to tell us how to make everything else plain. Dr. McIver can and will clear up the way to begin it all, for it will only take his tongue to tell the story. The pockets will be open to him, for his eloquence is convincing. Perhaps the echo will reach Tulane, and the success, named Edwin A. Alderman, may give us his approval, which will sound through America, as all of his words do, and our success can make a pathway.

Oh, I have counted the cost! My library can be begun by editions of Eliot and Scott, Dickens, Thackeray, Cooper, Encyclopedia-Britannica, all for \$12.00. I saw the advertisement. There is the beginning of my library. I have not found even the beginning of my \$400, but if every other help fails, I shall turn to Booker Washington and reverse the situation and ask him to help me attain this object, and that will settle the question, and perhaps, the mighty problem the world talks about.

In conclusion, whether we give time or talent, much or little money, ourselves, or give influence: "Who gives himself with his alms feeds three, — himself, his hungering neighbor, and Me."

NORFOLK KINDERGARTEN ASSOCIATION.

Report of Its Organization and Its First Year's Work.

The Norfolk Kindergarten Association has completed the first year of its existence, and can look back with a considerable degree of satisfaction upon the year's achievement.

The Association was formed April 16, 1901, with nine members, in the home of Mrs. Edward Mack, as a consequence of the mothers' meetings held there by Miss Wadsworth. From these nine first members we have grown during the year to an association numbering 128 active and fifty-five honorary members. We have established and maintained two kindergartens, with an enrollment in both of sixty-four children, under the direction of Miss Wadsworth, with five young women as regular students, and two special students. The education in regard to the kindergarten, of parents and the public generally, through the addresses given by Miss Wadsworth and Miss Deeson in her absence, through the mothers' meetings that have been held, and through the articles that have appeared from time to time in the papers from the pen of our corresponding secretary, is no small part of the work accomplished.

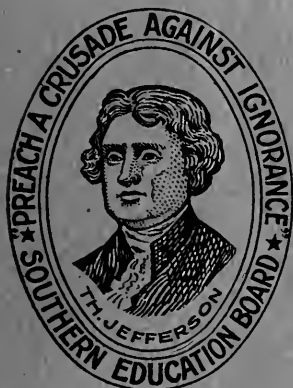
The removal from the city in October of Mrs. Mack, the founder and first president of the association, was felt as a great blow, and too much can not be said in praise of her self-sacrificing and untiring efforts on behalf of this work. Her mantle, however, fell on most worthy shoulders, and the association is to be congratulated upon having had for the remainder of the year so efficient and devoted a president as Miss King.

The work of the association has been conducted largely through the various committees, two of which are the kindergarten committee for the private and free kindergarten, respectively. Mrs. C. Q. Wright and Miss King were the first chairmen of these committees, and since their resignation Mrs. Shepherd and Mrs. Meyers have with their committees continued their work, keeping closely in touch with the needs and requirements of the kindergartens and assisting Miss Wadsworth and Miss Ward in every possible way. Through the training school committee, under the chairmanship of Mrs. Robert Tait, the young ladies now in the training school have been induced to undertake the course of study, and the success of this important part of our work is largely due to the efforts of this committee.

The finance committee, with Mrs. Maxwell, and entertainment committee, with Mrs. Ferebee as chairmen, have rendered invaluable assistance in helping the association out of the financial straits in which it has labored all through the year. The success of the delightful concert at the residence of Mrs. Brooke, the lecture on Shakespeare by Miss Wadsworth, with its accompanying musical program, and the "Baby Fair," with its net profits of more than \$200, is due in a great measure to these committees, and they have arranged for a series of song recitals in the near future, which, with the piano recital to be given by Mrs. Charles Dudley Warner, it is to be hoped, will prove a source of great pleasure to those who attend them, and of financial profit to the association.

While the year has been full of hard work, with much to disappoint and discourage us, there is great cause for encouragement. The press of the city have been most kind, and we have met with the most courteous treatment on every side. The work of the free kindergarten in the Fourth Ward public school has evidently met the approval of the school board and the superintendent of public instruction, and the sympathy and co-operation of the teachers and, indeed, of all who have observed it, have been most gratifying. The action of the common council of the city in assisting us in our time of direst need, with an appropriation of \$400, was a practical and much appreciated evidence of the approval of the city fathers. We can surely feel no regret at any sacrifice we may have made, for we have this year laid the foundation of a great, and we believe an enduring work, which will in the years to come be of inestimable worth to this city and state.

ELIZABETH WARD FREEMAN.



Southern Education

(Education of the Negro.)

"The parent who sends his son into the world uneducated defrauds the community of a useful citizen and bequeaths it a nuisance."
Chancellor Kent.

"I have very little respect for the intelligence or the patriotism [of the man who doubts the capacity of the negro] for improvement and usefulness."
Dr. J. L. M. Curry.

"While universal suffrage is a failure, universal justice is the perpetual decree of Almighty God, and we are entrusted with power, not for our good alone, but for the negro as well. We hold our title to power by the tenure of service to God, and if we fail to administer equal and exact justice to the negro whom we deprive of suffrage, we shall in the fulness of time lose power ourselves, for we must know the God who is love trusts no people with authority for the purpose of enabling them to do injustice to the weak."
Gov. Charles B. Aycock.



Comparison of White and Negro Illiteracy.

Kind of Education the Negro Needs.

The Negro as an Economic Factor in Southern Life.

Race Division of Public School Funds.

Outpost Work of Tuskegee Institute.

The Negro Common School.

Negro Schools Before the War.

Compulsory School Attendance.

Editorial and Miscellaneous.

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers.

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"If all classes and nationalities, who are in most cases thousands of years ahead of the negro in the arts of civilization, continue their interest in industrial training, I can not understand how any reasonable person can object to such education for a large part of a people who are in the poverty-stricken condition that is true of a large element of my race, especially when such hand training is combined, as it should be, with the best education of head and heart." — PRINCIPAL BOOKER T. WASHINGTON.

Southern Education

Published at Knoxville, Tenn., by the
Bureau of the Southern Education Board.

SUBSCRIPTION PRICE:

One year.....	50 cents
Three months.....	15 cents

ADDRESS: SOUTHERN EDUCATION BOARD
KNOXVILLE, TENN.

Monday, December 21, 1903

In 1900 there were 8,840,789 negroes in the United States. From 1890 to 1900 the negroes increased 18.1 per cent. and formed, in 1900, 11.6 per cent. of the total population of the country. From 1890 to 1900 the white population increased 21.4 per cent., 3.3 per cent. more than the negro population.

According to the census of 1900 the white farmers of the South raise three times as much poultry per farm as the negroes and twenty times as many bees. Undoubtedly the great need of the negro farmer of the South is better training for carrying on the higher processes of agriculture, along with which will come larger business ability and economic worth both to himself and the community.

A recent writer on the negro problem in the South says: "The negro must work out his salvation, economic and social. It can not be given without destroying the very thing we seek to

strengthen — character. This is the justification for the emphasis now laid upon industrial training. This training and the resulting character are the prerequisite of all race progress. Industrial education is thus not a fad nor a mere expedient to satisfy the selfish demands of Southern whites. It is the foundation without which the superstructure is vain."

During the present year the legislatures of North Carolina, Arkansas, Georgia, and Florida have refused to entertain the proposition to divide the public school funds between the two races in proportion to the taxes each race pays. Perhaps the strongest and most notable utterance of the year on this subject is that given in another column from the pen of Governor Charles B. Aycock, of North Carolina.

The Atlanta Negro Conference has ascertained that the negro college graduates in this country each own on an average \$2,400 worth of real estate, assessed valuation, and probably own as much as \$5,000 worth of property of all kinds, on the average.

Up to the year 1900 there had been, since 1865, according to the report of the United States Commissioner of Education, 1941 negro graduates from negro colleges and 389 negro graduates

from white institutions in the North; 2,330 in all. This seems a very inconsiderable number of college trained men and women to lead in the social development of more than nine millions of people. It is not likely that there will be too much negro higher education for some time to come.

In 1890 one-sixth of the negro families of this country owned their own homes. The last census shows that there are more than 30,000 negro home-owners in Virginia alone. In 1900 about 57 per cent. of the negroes of the country were engaged in agriculture, 31 per cent. in personal service, and the remaining 12 per cent. in other occupations.

President Washington, of the Tuskegee institute for manual training of negroes, has evidence that not one-tenth of 1 per cent. of the 6,000 graduates of his institution have gone wrong after leaving the institution, but on the contrary nearly every man and woman of the entire number is doing well, earning an honest living and doing his and her utmost for the benefit of the race. The record is a gratifying testimonial to the efficiency of technical education as an uplifting agency for the negro.

It may be assumed that the industrial problem lies at the heart of the whole situation which confronts us. Into our public and other schools should be incorporated industrial training. If to regularity, punctuality, silence, obedience to authority, there be systematically added instruction in mechanical arts, the results would be astonishing.

J. L. M. CURRY.

"There is no doubt that a mere smattering of book learning, taught by a teacher whose mental and moral training is imperfect, does the negro harm; and such education would harm white children, too. But we should not, therefore, condemn all education. We should elevate the standard of the character and qualifications of teachers of negro schools. We should give the negroes moral and industrial training as well as literary instruction."

A. A. GUNBY, Louisiana.

The Negro Artisan.

The importance of the negro as an artisan may be somewhat appreciated by the following figures, taken from the census of 1890, giving the number of negroes then engaged in various occupations other than farming:

Carpenters, 22,318; barbers, 17,480; saw-mill operatives, 17,230; miners, 15,809; tobacco factory employees, 15,004; blacksmiths, 10,762; brick-makers, 10,521; masons, 9,647; engineers and firemen, 7,662; dressmakers, 7,479; iron and steel workers, 5,790; shoemakers, 5,065; mill and factory operatives, 5,050; painters, 4,396; plasterers, 4,006; quarrymen, 3,198; coopers, 2,648; butchers, 2,510; wood-workers, 1,375; tailors, 1,280; stone-cutters, 1,279; leather-curriers, 1,099.

Where the Negro Population Has Declined.

The negro population in several states has been declining since 1860. This is notably true of Kentucky, where the negroes formed 20 per cent. of the total population in 1860, but now form less than 14 per cent. of it. In Missouri

there has been a still more rapid decline in the negro population, which now constitutes less than 5 per cent. of it. There has also been a marked falling off in the negro population of Maryland and of Tennessee since 1860. In that year the negroes constituted 26 per cent. of the total population of Maryland, but now negroes are less than 21 per cent. of the population, while the negro population of Tennessee has declined from 27 per cent. of the whole in 1860 to less than 24 per cent. in 1900.

There has also been a marked decrease in the negro population of many rural districts of other Southern states during recent years. The tendency of the negro element of the population seems to be to congregate in the towns

and in the regions of the South known as the "Black" belts, where slavery planted the largest negro population in the days before the civil war.

The cause of this local decline in negro population is due no doubt to the fact that the negro of all races dislikes isolation. A scattered population can have no schools, churches, and social life. But this migration has an educational as well as an economical side. In many communities it has rendered labor scarce, while it increases the cost of maintaining public schools for each race. Evidently it would be the best policy for the South to improve the negro rural public schools and thus retain the negro labor in the country districts.

THE KIND OF EDUCATION THE NEGRO NEEDS.

Some Representative Opinions as to the Education of the Negro —Need of Higher and Industrial Education.

Increase the Negro's Industrial Efficiency and Raise His Standard of Living.

I believe that the negro should be educated, and that industrial education is what he most needs. But we must not overlook the fact that he has other shortcomings besides that of economic inefficiency. I can not agree with that prominent Southern educator who told the Conference for Education in the South some time ago that the one aim to be kept in view is to make the negro a good workman. "The entire system of negro education," he said, "should be industrial. The saw and plane and the anvil must take the place of history and geography. Nothing will bring the races together again but industrial skill and efficiency on the part of the negro." To me this indicates that in the reaction from exclusive literary training for the race there is grave danger of rushing from Scylla to Charybdis. We must guard against any kind of one-sided development, and bear in mind that the right ideal of negro education is two-fold; to increase the negro's industrial efficiency and at the same time and with the same speed raise his standard of living.

Let us look the situation squarely in the face; for, as Booker Washington says, "I have great faith in the power and influence of facts; it is seldom that anything is permanently gained by holding back a fact." Eighty per cent. of the negroes I know—typical Southern farm negroes—live in one-room or two-room houses; have little furniture, and that little of the rudest kind; wear ragged clothes on working days and cheap finery on Sundays; eat poor food, and require few of the comforts and conveniences of the twentieth-century civilization; as for literature and art, not one family in ten takes a paper, and not one in a thousand ever bought a picture. And this condition, I insist, is due not to low earning capacity alone, but also to low ideals of living. Many of the negroes have a margin of income beyond what is necessary to maintain them in the manner just set forth, and in probably the majority of cases the surplus is

spent, not for substantial comforts, not to remedy the deficiencies just suggested, but for showy finery, for fantastic bric-a-brac, for secret societies, for curious inventions that appeal to a childish, toy-loving spirit — and too often for intoxicating liquors.

Such a condition, I submit, is enough to indicate that the negro needs not only greater efficiency as a laborer, but worthier aspirations as a man. Hampton and Tuskegee have succeeded, and their graduates have prospered, not merely because they have made the negro a better workman, but because they have made him build a better home and live a worthier life. This is the kind of industrial education that we need.

The interests of the Southern white workman — whether farmer, mechanic, or day-laborer — are also involved in this matter. He needs protection against negro labor just as certainly as the unskilled western man needs protection against low-grade Chinese labor. But we can not "exclude" the negro if we wished to do so, and the South would not exclude him if it could. Therefore, as the lamented Dr. J. L. M. Curry so often said, "We must lift the black race up, or it will drag the white race down." The conviction grows on me that the only way for the unskilled Southern white man to avoid being dragged toward the economic level of the negro is to lift the negro nearer the white man's industrial ideals and standard of living.

The one great fact to be kept constantly in mind by all of us is that the negro is a child-race, and that his development is not a matter for hot-house methods, not a matter for one generation, but for the long, unhurried process of evolution. The mills of the gods grind slowly, and in the life of a race a century means little more than a day means to the individual. The men who thought that an Emancipation Proclamation or a Fifteenth Amendment would give to the negro what every other race has paid for by age-long effort, flew in the face of the eternal facts of nature. Now the whole country is coming to see what Henry Ward Beecher saw in 1865: "All the laws in the world can not lift a man higher than the natural forces put him." And these "natural forces" with which we must deal are the product, not of years, but of aeons; we must be content with slow results.

Therefore, in spite of all that has been said by prophets of evil, and in spite of some undeniably discouraging tendencies, I am not a pessimist. On the contrary, when I think of the negro savagery of two centuries ago and the slavery of two generations ago, the progress that we have made seems as great as could have been reasonably expected. The long result of time, I think, can be safely trusted to develop the best that is in this child race and to maintain right relations between it and the superior race with whose destiny its own has been so strangely woven. — W. B. POE, in *The Outlook*, October 31, 1903.

[Mr. Poe is a North Carolina farmer. — Editor.]

The Majority Needs Industrial Training—Higher Education for Leadership.

Unquestionably the vast majority of Southern negroes need industrial training and business competency more than anything else. Perhaps ninety per cent. of them come within this class. Yet the negro needs his own leaders — for who will lead him if not those of his own race? If there is any force in the argument that the white race should have higher education in order to develop its own leaders, there is the same force in a like argument as applied to the negro race. In fact the way of the negro is hard enough in the near future. In the raw democracy of the South, which has just lost the guiding influence of the old planter class, there is not that patriarchal feeling for the dependant race which existed twenty years ago. The new citizens and the new leaders are practical men. They have shown it by legally excluding the negro from the polls. What other step they may take does not appear. The negro ought to use every moment in putting himself in a self-supporting and self-directing condition. He will have in the future a severer competition than he has ever had in the past. He will need not only a mass of self-supporting individuals, but a large number of wisely-taught leaders — men of great moral weight and men of broad character. If higher education will make such leaders — and who can deny it? — he ought not for a day to think of abandoning education. It may safely be said that there will never go to the negro colleges and universities

enough students to lessen materially the number of negro laborers. It is a fact, too, that most negroes do not comprehend the very terminology of higher education. But the exceptional negro does exist, and every day he is more frequently encountered; for him the door of opportunity ought to be kept open.—Prof. J. S. Bassett, Trinity College, N. C.

No Right-minded Man Opposed to Negro Education When it Means Training for Usefulness.

Every Southern State, in its constitution and laws, is committed to the policy of education for the negro race. In pursuance of such policy, these States have expended for negro education \$120,000,000 since 1866, and in their courts and legislatures have thus far resisted every unwise and short-sighted effort to limit negro education to the bounds of negro taxation. They have done this because you are American citizens. Civilization bottomed on ignorance can not long endure. The strength to master life must be the strength of knowledge and righteousness. No right-minded man, therefore withholds his sympathy for one moment from such of your race as are now striving for the reality of freedom once given them in paper writings and accompanied with hideous mockeries of power and responsibility, but which you must now win, like all defective or disadvantaged races, by work, humility, patience and steadfastness. This motto ought to be framed in every school-room for the negro race, though it is applicable to all races and to all men: "Freedom is a conquest, not a bequest."

Neither can any right-minded man fail to believe in the justice as well as the wisdom of the policy of training for all classes who constitute the body of our citizenship. We do not now permit Chinamen to become Americans. We do not even permit Japanese to become Americans. We do not know what we think about Filipinos. But those who have been admitted into American citizenship must be trained. Therefore no right-minded man is opposed to your education, though all men are concerned, and ought to be, that that training shall be the sort of training that really trains a child-race into some sort of usefulness, character, and efficiency.—President Edwin A. Alderman.

President Washington on Industrial Training and its Benefits.

Manual training or industrial and technical schools for the whites have, for the most part, been established under state auspices, and are at this time chiefly maintained by the states. An investigation would also show that in securing money from the state legislatures for the purpose of introducing hand work, one of the main arguments used was the existence and success of industrial training among the negroes. It was often argued that the white boys and girls would be left behind unless they had the opportunities for securing the same kind of training that was being given the colored people. Although it is, I think, not generally known, it is a fact that since the idea of industrial or technical education for white people took root within the last few years, much more money is spent annually for such education for the whites than for the colored people. Any one who has not looked into the subject will be surprised to find how thorough and high grade the work is. Take, for example, the state of Georgia, and it will be found that several times as much is being spent at the Industrial College for white girls at Milledgeville, and at the technical school for whites at Atlanta, as is being spent in the whole state for the industrial education of negro youths. I have met no Southern white educators who have not been generous in their praise of the negro schools for taking the initiative in hand training. This fact has again served to create in matters relating to education a bond of sympathy between the two races in the South. Referring again to the influence of industrial training for the negro in education, in the Northern states I find, while writing this article, the following announcement in the advertisement of what is perhaps the most high-priced and exclusive girls' seminary in Massachusetts:

"In planning a system of education for young ladies, with the view of fitting them for the greatest usefulness in life, the idea was conceived of supplementing the purely intellectual work by a practical training in the art of home management and its related subjects.

"It was the first school of high literary grade to introduce courses in domestic science into the regular curriculum.

"The results were so gratifying as to lead to the equipment of Experiment Hall, a special building, fitted for the purpose of studying the principles of applied housekeeping. Here the girls do the actual work of cooking, marketing, arranging menus, and attend to all the affairs of a well-arranged household.

"Courses are arranged also in sewing, dressmaking, and millinery; they are conducted on a similarly practical basis, and equip the student with a thorough knowledge of the subject."

A dozen years ago I do not believe that any such announcement would have been made.

The white citizens were all the more willing to encourage the negro in this economic or industrial development, because they saw that the prosperity of the negro meant also the prosperity of the white man. They saw, too, that when a negro became the owner of a home and was a taxpayer, having a regular trade or other occupation, he at once became a conservative and safe citizen and voter; one who would consider the interests of his whole community before casting his ballot; and, further, one whose ballot could not be purchased.

One case in point is that of the twenty-eight teachers at our school in Tuskegee who applied for life-voting certificates under the new constitution of Alabama, not one was refused registration; and if I may be forgiven a personal reference in my own case, the Board of Registers were kind enough to send me a special request to the effect that they wished me not to fail to register as a life voter. I do not wish to convey the impression that all worthy colored people have been registered in Alabama, because there have been many inexcusable and unlawful omissions; but, with a few exceptions, the 2,700 who have been registered represent the best negroes in the state.

All are beginning to see that it was never meant that all negro youths should secure industrial education, any more than it is meant that all white youths should pass through the Massachusetts Institute of Technology, or the Amherst Agricultural College, to the exclusion of such training as is given at Harvard, Yale, or Dartmouth; but that in a peculiar sense a large proportion of the negro youths needed to have that education which would enable them to secure an economic foundation, without which no people can succeed in any of the higher walks of life.

Those who once opposed this see now that while the negro youth who becomes skilled in agriculture and a successful farmer may not be able to pass through a purely literary college, he is laying the foundation for his children and grandchildren to do it if desirable. Industrial education in this generation is contributing in the highest degree to make what is called higher education a success. It is now realized that in so far as the race has intelligent and skillful producers, the greater will be the success of the minister, lawyer, doctor and teacher. Opposition has melted away, too, because all men now see that it will take a long time to "materialize" a race, millions of which hold neither houses nor railroads, nor bank stocks, nor factories, nor coal and gold mines.

Another reason for the growth of a better understanding of the objects and influence of industrial training is the fact, as before stated, that it has been taken up with such interest and activity by the Southern whites, and that it has been established at such universities as Cornell in the East, and in practically all of the state colleges of the great West.

It is now seen that the result of such education will be to help the black man to make for himself an independent place in our great American life. It was largely the poverty of the negro that made him the prey of designing politicians immediately after the war; and wherever poverty and lack of industry exist today, one does not find in him that deep spiritual life which the race must in the future possess in a higher degree.

To those who still express the fear that perhaps too much stress is put upon industrial education for the negro I would add that I should emphasize the same kind of training for any people, whether black or white, in the same stage of development as the masses of the colored people.

For a number of years this country had looked to Germany for much in the way of education, and a large number of our brightest men and women are sent

there each year. The official reports show that in Saxony, Germany, alone, there are 287 industrial schools, or one such school to every 14,641 people. This is true of a people who have back of them centuries of wealth and culture. In the South I am safe in saying that there is not more than one effective industrial school for every 400,000 colored people.

A recent dispatch from Germany says that the German Emperor has had a kitchen fitted up in the palace for the single purpose of having his daughter taught cooking. If all classes and nationalities, who are in most cases thousands of years ahead of the negro in the arts of civilization, continue their interest in industrial training, I can not understand how any reasonable person can object to such education for a large part of a people who are in the poverty-stricken condition of a large element of my race, especially when such hand training is combined, as it should be, with the best education of head and heart. — Booker T. Washington, in October, 1903, *Atlantic Monthly*.

Negro Education Should be Industrial and Ethical.

The beginning of the education of the negro was slavery. The South does not regret its abolition, but she contemplates with satisfaction the fact that the tuition of slavery developed the negro in little more than a century from the condition of savagery into a condition where, in the judgment of those hostile to slavery, the negro was fitted for the privileges of American citizenship.

The second chapter in the history of negro education began shortly after emancipation, and includes the blunders of the reconstruction period. It represents all the extremes of reaction. As the teaching of books had been denied to the negro in slavery, it was now assumed that the only education needed was to supply this omission, and accordingly an effort was made in schools and colleges to insert into the mind of the negro, as by a surgical operation, a culture for which the Anglo-Saxon race had been preparing through long centuries of growth.

The nation has, in fact, remanded the solution of the negro problem, including, of course, the problem of education, to the South. In the days when the southern section of our country was threatened with force bills and similar legislation, there were utterances in the South which might be gathered up from press, pulpit, and platform of that time literally by millions, in which it was said that if the North would only let the South alone, the South would solve the problem in wisdom and in justice. These utterances were sincere, and their fulfillment involves not only a plain duty, but involves also the strong point of the South, the point of honor. The change in the attitude of the North can not fairly be regarded as a desertion of the negro, but, as Mr. Cleveland aptly said, it is an expression of faith and confidence in the respectable white people of the South.

The South has voluntarily done much for the education of the negro, and will take no backward step in this direction. The United States Commissioner of Education says that since 1870 the South has disbursed for negro education \$109,000,000. For every dollar contributed by the wealth-endowed philanthropy of the North for this purpose, the South, out of her poverty, has contributed four dollars. It can not be pretended that all the people in the South are thoroughly satisfied with these things that have been done. It must frankly be admitted that some of them are restive under it, but it can at least be answered that the leaders are the friends of negro education. During the past winter the *New York Journal* inaugurated a symposium, in which Southern men were invited to express their views on this subject. Among the contributors were Bishop Warren A. Candler, of the Methodist Church; Bishop C. K. Nelson, of the Episcopal Church; Hon. Clark Howell, and others. All of them expressed their gratification at what had been attempted in the South. Not one of them felt that negro education had been proved a failure.

The policy of separate schools will, of course, be maintained. Negro education must be suited to meet actual conditions. It must be adapted to meet industrial and agricultural needs. This does not mean that the three R's are not to be taught in the schools. The common school education is not, therefore, to be supplanted, but to be supplemental for the great masses of negroes with manual and agricultural training.

There is another direction in which the education of the negro should be brought more in touch with life. It should be more distinctly ethical. The three periods of the history of negro education may be expressed in terms of the title of the book which had so great influence on the slavery issue. Uncle Tom's Cabin may not be read by future generations, but it will always be referred to as a great historical document.

In the second period we see Uncle Tom without a cabin. This period represents the era of reconstruction, when alien adventurers, foisted into power on the shoulders of the black masses, played such fantastic tricks in the name of government as the world has never witnessed since the days of Masaniello.

The third era is that which is being ushered in under the wise leadership of Booker Washington, when the negro is becoming a home-maker, bound to the soil, and a good citizen. There is no race problem as between the good citizens of the South among the blacks. The solution, then, of the negro problem, so far as we can see it within that immediate future which may be forecast from the past and present, and beyond the limits of which it is idle for us to attempt to forecast, but about which we are justified in thinking with optimism and hope, is Uncle Tom in his own cabin.—Chancellor W. B. Hill, University of Georgia, at Richmond Conference.

HIGHER EDUCATION TOO.

The Three Rights of the Less Favored Race—Higher and Industrial Education Not Antagonistic.

Try in your imagination to picture what it would be if we of the white race were nine millions of people, living in a country possessing seventy millions; if we had behind us less than forty years of education, two centuries of slavery and barbarism, and they ten centuries of the highest and best education that has ever been given to any people. What, under these conditions, would you and I wish to be done to us by the more favored race in whose midst we had been planted? If we can answer that question, then we shall be able to answer the question, what is our duty to the colored people who are living with us?

There are certainly three things we would ask. First, we would ask a fair chance and an equal opportunity. Equality, fraternity and liberty,—how abused these words have been! What is their meaning? What does the word equality mean? Certainly not that all men are equal in their capacity, calibre and character. Some are tall and some are short, some are fat and some are lean, some know much and some but little. It is not equality of calibre and character. But what we would ask, if you and I were the inferior race in numbers and education, would be at least an equal opportunity with the men whose opportunities by this time had been far superior to our own. We would ask an equal chance in the vocations of life, that no door to industry should be closed. We would ask for an opportunity to get what we could get and to be what he would be.

In the second place, we would ask an equal opportunity for education as well as avocation. If there is a race who, because they had been centuries climbing, were on the top round of the ladder, while we were at the foot on the lower round, we would ask that they put out a hand to help us up, and not a foot to push us down. We would ask, if this higher race claim to be followers of Him who, though He counted it not robbery to be equal with God, yet made Himself of no reputation and entered the human life, subject to human conditions and even the death of the cross, we would certainly ask, if this race claimed to be His followers, that they would help us to climb the ladder of learning. All that Mr. Washington has ever said in favor of industrial training, I would repeat here today, if I could, but I would also claim for the African race the same right,—the same education that I claim for myself. No race ever yet was led out of its ignorance and into the higher civilization by another race. The Hebrew race sent the Christian religion into Rome, but the Romans developed their own leaders. The negro race must develop its own leaders, and therefore, it must have a chance to do this. The man who wishes to farm must be taught to farm. The man who wishes to build a house, must have a chance to learn how to build a house. The man who can preach, must be educated to preach. The man

who can become a physician, must have a chance to study medicine. The men who are to be the teachers of the race, must go to school to be educated to be teachers. I protest against the idea that higher education and industrial education are antagonistic; both tend to develop men and women according to their temperament and capacity.

In the third place, in a community where the great majority of the people were of another race, what we would want would be this: Just in the measure in which we prove our ability, and in no other measure, we would want the right to share in the government of the community in which we lived. I said in Richmond that I believed in manhood first and suffrage afterwards. I repeat it here now. What does manhood suffrage mean? It should not be determined by accident of birth, not by any inheritance of race or color, nor by previous conditions, but by qualification of character, and by this alone.

Again, if I were to speak to the colored race today, I would say to them it is for their interest to have the ignorant and the vicious and the corrupt vote cease. They can not afford in this country to be represented by men who stand for ignorance and vice and corruption. And this I would like to say in tones that would ring throughout the nation, it is our loss if we permit the ignorant white vote to continue. — Dr. Lyman Abbott, at Hampton, Va., May, 1903.

The Argument for Higher Education.

The following arguments for the higher education of the negro are taken from the publications of the Atlanta University:

It is important to teach a negro to work, so that he may earn a living. It is more important to teach him to think, so that he may want to earn a living.

A thoughtful mind with unskilled hands is no less likely to earn a living than skilled hands owned by a thoughtless mind.

Earning a living for the body is easier when earning a living for something more than the body is aimed at.

The negro who craves books, magazines, and pictures for his home is much more likely to possess a tight roof, a full pantry, and comfortable clothes than one who does not.

Some negroes are better fitted to earn a living with the br in than with the hand. Is it not worth while to teach such to work with their brain?

About 2,500 negroes in the United States have had brain enough to work through and graduate from a collegiate course.

Statistics show that the college-bred negroes of this country own on the average \$2,400 worth of real estate, assessed valuation, and probably \$5,000 worth of property all told, on the average.

It would appear from these statistics that college-bred negroes, as a class, are not paupers or loafers.

Teaching a negro to earn a living for himself, either by hand or brain, is a good thing. Teaching him how to help others to earn a living is a better thing.

Over 80 per cent. of the college-bred negroes of America have found permanent employment in teaching and the professions.

A single college class of seven members, graduated from Atlanta University, were found soon after their graduation to be helping as many as 2,000 children and adults on their way to a better self-support.

A single graduate of Atlanta University has improved the condition of a group of 3,000 negro farmers so that they now own property to an aggregate amount of three quarters of a million dollars.

With such results as these, is it not worth while to support the higher education of the negro?

DIVISION OF SCHOOL FUNDS.

Governor Aycock Condemns such a Policy as Unconstitutional, Unjust, and a Step Backward.

I am not unmindful of the fact that the education of the negro has been somewhat disappointing, and there are many of our people who really believe that education is injurious to the negro. They insist that it tends to make him worthless, and leads to the commission of crime. Unfortunately we have not gathered sufficient statistics to put this contention fully at rest, but the state's prison does keep a record, and from it, it is found that within the last two years

of the negroes who have gone to the penitentiary two hundred and forty-one can not read and write, while one hundred and seventy-nine have been admitted who can read and write; 47.6 per cent of our negro population are illiterate and 52.4 per cent can read and write. So that for the higher crimes punishable in the penitentiary it clearly appears that illiteracy among the negroes is an injury to the state in that it produces over forty per cent. more of crime. But, however this may be, our duty is plain to try to find a way in which his education can be made more valuable to himself and to his state. Certainly this can not be accomplished by leaving him to the pitiful income arising from his own taxes. The negroes of North Carolina pay for school taxes \$126,442.90. There are 221,958 negro children of school age in the state. This would give each child a little less than fifty-seven cents, and would furnish schools for them a little more than one month out of the twelve. It must be manifest that such a provision as this is an injustice to the negro and injurious to us. No reason can be given for dividing the school fund according to the proportion paid by each race which would not equally apply to a division of the taxes paid by each race on every other subject. Education is a government function. The right to collect taxes for that purpose is based on the duty of the state to educate its citizens. The care of the insane is no more the duty of the State than education, and if we divide the school fund according to the races we should also divide the fund for the maintenance of hospitals for the insane in the same fashion. We are probably not much wiser now, if any, than the men who framed our constitution in 1875. There were many able men in that body. The constitution of 1868, on the subject of education, was as follows: "The General Assembly, at its first session under this constitution, shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the state between the ages of six and twenty-one years." The constitution of 1875 added to that provision the following clauses: "And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination in favor of, or to the prejudice of either race." Why should they have provided against discrimination? They probably thought discrimination unfair, and in addition it must be that the learned lawyers in that convention were of the opinion that any discrimination in favor of either race would be violative of the Fourteenth Amendment to the Constitution of the United States. In this view they are sustained by all the courts that have ever passed upon the question, and by all the text writers as well. The federal court in Kentucky expressly held that a provision dividing the funds between the races according to the sums paid by each race for education was prohibited by the Fourteenth Amendment. It seems to me clear that this opinion is right, and if it is, the proposed amendment would be declared unconstitutional, and the suffrage amendment which we have adopted, and which promises so much to the state, would undoubtedly follow in its wake. The strength of our present amendment lies in the fact that after 1908 it provides an educational qualification, and the courts will go far towards sustaining a provision of this nature when the state is endeavoring to educate all her children, but if it should be made to appear to the court that in connection with our disfranchisement of the negro we had taken pains for providing to keep him in ignorance, then both amendments would fall together. The amendment proposed is unjust, unwise, and unconstitutional. It would wrong both races, would bring our state into the condemnation of a just public opinion elsewhere, and would mark us as a people who have turned backwards. The state of North Carolina has heretofore enjoyed the distinction of being first in those things which look to a larger liberty and a consequent higher development of her people. Let us not seek to be the first state in the Union to make the weak man helpless. This would be a leadership which could bring us no honor, but much shame. I earnestly hope that no effort will be made to secure the adoption of the proposed amendment. Let us be done with this question, for while we discuss it the white children of the state are growing up in ignorance. To secure the education of all our people is a great task and we have no time to waste in discussing impossible changes in our constitution. When it is finally admitted, as it must be, that such an amendment can not stand before the courts, we will have gone a long way towards solving our educational problems.—GOVERNOR CHARLES B. AYCOCK, to the North Carolina Legislature, 1903.

Justice and Common Sense in the Education of the Negro.

The negro is in the South to stay and the Southern people must educate and elevate him or he will drag them down. The human race is an organism, all its members are bound together and minister to each other by natural law. If history, philosophy and revelation teach us anything it is the solidarity of all mankind, that "no man liveth to himself" and "no man dieth to himself," but that we are each "his brother's keeper."

I plead for justice and common sense in the education of the negro. The most encouraging thing about public education in the South is the noble, self-sacrificing way in which the Southern people have given of their limited resources for the education of their recent slaves. That they will continue to do for the black man all that their means will permit, I firmly believe. These attacks upon the negro school fund, these proposals to give him for his schools only what he pays in himself, come from short-sighted people who fail to recognize the basal principle underlying all public education, namely, the duty of all the people to educate all the people. These new agitators do not represent the opinion of the best people of the South and their proposals will not prevail. The people of the South realize already that this proposal is not primarily an assault upon the black man, but a movement to undermine the foundation of the country's prosperity, progress, and peace. We can not longer take the risk of multitudes of ignorant voters controlled by a few wicked demagogues.

But we must use common sense in the education of the negro. We must recognize in all its relations that momentous fact that the negro is a child race, at least two thousand years behind the Anglo-Saxon in its development, and that like all other races it must work out its own salvation by practicing the industrial arts, and becoming independent and self-supporting. Nothing is more ridiculous that the program of some good people from the North who insist upon teaching Latin, Greek, and philosophy to all negro boys who come to their schools. Many of our southern states make a similar mistake in trying to enforce in the schools of the black districts courses of study made out for whites. Let us adapt our instruction to the needs of the people, and, above all things, let us give them that industrial training which will prepare them to be self-supporting citizens. General Armstrong, of Hampton, and Principal Washington, of Tuskegee, have worked out a sensible plan for the education of the negro. Our state schools for this race should be modeled after their plan. The only solution of the Southern problem is to be found in good, free public schools for all the people, blacks and whites alike, and compulsory attendance laws.—President Charles W. Dabney, University of Tennessee, at Winston-Salem Conference for Education in the South.

Prosperity and Division of School Funds.

Few policies will prove more injurious to the prosperity of either race than the agitation of the question of depriving the negro of the benefit of the school fund. Destroy the schools in the country districts and the negro will vacate your farm lands and come to the cities, where he is sure of finding a school in session eight or nine months in the year. There is no surer way of reducing the value of agricultural lands in the South than by taking away negro schools. On the other hand, there is no surer way of enhancing the value of these lands than by having a first-class school at every cross-roads centre. Encourage the negro to feel at all times that in his education, his life and property, he is to have the everlasting friendship and protection of the white man, and there is no class of people on earth who will repay such kindness with a higher degree of loyalty, or with harder or more patient work. The great problem with many of the civilized countries today is to find sufficient and acceptable labor. The South has at its very door that which others are seeking, and will always have it, if it is wise in its treatment of this class of its people.—Booker T. Washington, Raleigh (N. C.) State Fair, 1903.

THE NEGRO AS AN ECONOMIC FACTOR IN THE SOUTH.

Progress of the Negro in Acquiring Property—His Value to the South as a Laborer—Other Facts.

In 1900, the negroes of North Carolina owned personal and real property assessed for taxation at \$9,765,986. In 1902, the negroes of Georgia owned property assessed at \$15,188,069. The negroes of Virginia during the same year returned property valued at \$17,580,390. In 1900, the negroes of Louisiana owned property valued at \$8,391,260. It is safe to say that the actual value of the negro property in these several Southern States is double its assessed value, and also that the negroes of the other Southern States own property proportionately as large considering their numbers in those states as the negroes of Virginia, North Carolina, Georgia, and Louisiana.

The present generation of negroes, it would seem, is making commendable progress in the acquisition of property, both real and personal, as is shown by a recent report of Comptroller-General William A. Wright, of Georgia. In that report General Wright shows the increase in property values in Georgia since 1879, giving each race separately. During the period 1879-1902 the negroes increased their property values from something over five millions of dollars to \$15,188,069, an increase of more than 193 per cent., while the values of all property in the State increased a little less than 100 per cent. during the same period.

The reports of the parish tax assessors of Louisiana for the year 1901 show that 5,900 negroes in that state own real property valued at more than \$300, and hence are entitled to vote under the laws of Louisiana, provided they have paid their poll taxes for two successive years, whether they can read and write or not.

In 1890 there were 549,632 farms in the United States occupied by negroes; 120,738, or 22 per cent., of these farms were owned by their occupants, more than 90 per cent., being without mortgage encumbrance. These 549,632 farms were 11.5 per cent. of all the farms in the United States in 1890.

In 1900, negroes operated 746,717 farms, or 13 per cent. of all the farms in the country, an increase of 36 per cent. over 1890. These 746,717 negro farms contained 38,233,933 acres of land, 61.1 per cent. of which was improved. The total value of these farms, owned and rented, was \$499,943,734, and the compilers of the census say that "it appears that the farm property belonging to negroes is worth approximately \$200,000,000." The average value of these farms, owned and rented by negroes, in 1900 was \$669, and an average of \$342 worth of products was raised on each farm.

The following table will more forcibly set forth the economic importance of the negro in this country as relates to the one item of agriculture. The figures are taken from the census of 1900:

STATES	Total Number farms owned and rented by negroes	Total value farm property owned and rented by negroes
United States.....	746,717	\$499,943,734
North Atlantic Division.....	1,761	4,776,245
South Atlantic Division.....	287,933	162,841,284
Delaware.....	817	1,394,830
Maryland.....	5,842	8,208,572
District of Columbia.....	17	304,592
Virginia.....	44,795	24,490,106
West Virginia.....	742	827,711
North Carolina.....	53,996	28,458,176
South Carolina.....	85,381	43,992,879
Georgia.....	82,822	48,698,931
Florida.....	13,521	6,466,487
North Central Division.....	12,255	24,608,045
South Central Division.....	444,429	306,665,271
Kentucky.....	11,227	10,950,268
Tennessee.....	33,883	26,735,588
Alabama.....	94,039	46,908,811
Mississippi.....	128,351	86,390,974
Louisiana.....	58,096	37,995,093
Texas.....	65,472	56,180,207
Oklahoma.....	2,256	2,921,326
Indian Territory.....	4,097	4,391,830
Arkansas.....	46,978	34,191,174
Western Division.....	337	1,050,389

In the nine counties composing what is known as the "Delta" of the State of Mississippi, negroes constitute 87.6 per cent. of the total population. The negroes constitute 58.5 per cent. of the total population of the State of Mississippi, but the "Delta" country, it is asserted, has the densest negro population of any section of the South, and here negroes do most of the farm work, farming cotton being almost the only industry. In the nine "Delta" counties 28 per cent. of the total cotton crop of Mississippi was produced last year. These nine counties, of course, are an inconsiderable part of the seventy-four counties composing the state, as to area. Mr. Alfred Holt Stone, of Washington County, Mississippi, a "Delta" county, recently wrote to *The Southern Workman*:

"Without touching upon the larger field of the general Southern attitude toward the question of negro labor, I may say that most agricultural districts of course want to retain such negroes as they have, but I know of no other of equal area wherein deliberate, systematic, and persistent efforts are put forth to add to the negro population. Nor do I know of any other to which so many negroes are drawn through the efforts of kindred and friends who have preceded them. The census figures from 1870 to 1900 tell the story of the results of these efforts and influences.

"The necessity for this constant accession of negroes is to be found in a variety of causes. Here some of the ante-bellum features of agriculture still obtain; planting operations are, in the main, carried on upon a large scale, on plantations ranging in size from several hundred to several thousand acres, the land being cultivated entirely by negro labor. All our gins, oil mills, compresses, etc., are operated by negro labor, and with the exception of a comparatively few skilled mechanics the negro furnishes our carpenters and masons. In fact, it is not too much to say that he has here a practical monopoly of the field of manual labor. The real development of this section dates from the era of railroads, about 1884, and the work of reducing its vast forests to cultivation has scarcely begun. Thousands of acres of woodland are being constantly added to the cotton-producing domain, the immense amount of work involved in the process demanding the employment of increasing hundreds of negro laborers. Another great necessity for the importation of labor arises from the fact that the soil produces more cotton than can (or, more correctly, will) be picked by the family making it, thus creating an annually increasing demand for extra pickers to assist in gathering the crop."

In 1900 the census of the United States asserted that the number of farmers in this country that year was 5,739,657; 4,970,129 of these were white and 746,717 colored. In the South there were 1,643,524 white farmers and 720,025 negro farmers, the negro farmers of the South being about 30.4 per cent. of the whole number. The following table, comparing the number of negro and white farmers of the South, will serve to show somewhat in detail another side of the importance of the negro as an economic factor in Southern life:

STATES	Number of white farmers	Per cent. white owners and managers	Number of negro farmers	Per cent. negro owners and managers	Number of negro homes	Per cent. homes owned by negroes	Per cent. owned by negroes free from debt
Virginia	128,052	72.7	44,884	59.8	128,530	85.9	26.6
North Carolina	169,773	67.9	54,864	32.2	122,208	28.7	16.6
South Carolina	69,954	59.1	85,401	22.4	160,521	16.7	12.2
Georgia	141,865	55.4	82,826	13.9	221,254	12.4	8.6
Florida	27,288	85.5	13,526	49.1	50,715	27.8	21.9
Kentucky	228,429	68.1	11,238	48.6	60,311	29.7	21.9
Tennessee	190,728	65.0	33,895	28.1	96,427	21.8	15.7
Alabama	179,137	62.8	94,083	15.1	178,365	18.2	8.7
Mississippi	92,124	67.1	128,679	16.4	192,805	14.9	8.9
Louisiana	57,809	67.9	58,160	16.2	140,264	14.6	10.7
Texas	286,654	54.8	65,536	30.9	119,418	27.9	18.1
Arkansas	131,711	64.9	46,983	25.6	76,803	21.9	14.3
Total	1,643,524	65.9	720,025	29.8	1,547,621	21.7	15.3

Finally, it is well known that the white people in all sections of the South have always resisted the efforts of the emigration agent and the negro colonizer to take the negroes away to other sections of the country. This resistance has been and is due to the importance of the negro as farmer and laborer. Somehow the Southern white people appreciate the industrious negro farmer and feel that he is the best laborer or tenant they can procure. That the Southern feeling in this respect is based on more than mere sentiment the following facts will show:

STATES	Total value negro farm prop- erty, 1900, owned and rented	Total value white farm prop- erty, 1900, owned & rented
Virginia	\$ 24,490,106	\$ 298,986,961
North Carolina.....	23,458,176	204,866,528
South Carolina.....	43,992,879	109,589,887
Georgia.....	48,698,931	179,665,683
Florida.....	6,466,187	47,457,291
Alabama.....	46,908,811	132,481,529
Mississippi.....	86,990,974	117,733,593
Louisiana.....	37,995,093	160,506,608
Texas.....	56,180,207	906,287,063
Arkansas.....	34,191,174	147,220,489
Tennessee.....	26,735,588	314,459,889
Kentucky.....	10,950,268	460,091,384
Total	\$451,458,694	\$3,079,296,905

The above table shows that the total value of the farms of the South in 1900 was \$3,530,755,599. This table also shows that negroes operated or owned farms aggregating in value \$451,458,694, or 12.8 per cent. of the whole.

Of the farms of the South deriving their principal income from cotton 49.1 per cent. were owned, operated, or cultivated largely by negro labor in 1900; of rice farms 37.3 per cent. were so cultivated; of sugar farms 14.8 per cent. were cultivated by negroes. And the census of 1900 also indicated that there were 150,000 negro farm owners in the South that year and 28,000 more who were part owners of farms.

The large percentage of the farm property of the Southern States, owned and farmed by negroes, is another indisputable evidence of the economic value of the negro to the South. The figures are interesting and certainly indicate great progress on the part of the negro race since 1865, only a little more than a third of a century.

In conclusion it may well be asked by thoughtful men and women whether the education of a people who have had, and will continue to have, so much to do with our economic life can be neglected by the stronger race. Somehow the conclusion forces itself upon us, while we contemplate the position of the negro in our economic life as indicated by the figures cited above, that the right education of the negro would pay the South from a purely economic standpoint, not to speak of the advantages that would accrue to the community through the uplift that efficient training would give him as a citizen and a man. But one thing must be apparent to the most casual reader and student of Southern problems, viz., that the negro race in increasing numbers is gradually attaching itself to the soil of the South, thus indicating the possibility of higher and more efficient development.

ILLITERACY IN THE SOUTH.

Table Showing the Number of White Illiterates Ten Years of Age and Over, 1889-1900, and the Decrease in Percentage—Eleven Southern States.

STATES	Total white population, 10 years of age and over, 1900	Total number illiterate, 1900	Per cent. illiterate, 1900	Total white population, 10 years of age and over, 1890	Total number illiterate, 1890	Per cent. illiterate, 1890	Total white population, 10 years of age and over, 1880	Total number illiterate, 1880	Per cent. illiterate, 1880	Per cent. decrease in illiteracy in 20 yrs.
Virginia	866,295	96,117	11.1	738,476	103,265	14.0	616,314	113,915	18.5	7.4
North Carolina	900,664	175,645	19.5	751,302	173,545	23.1	605,244	191,933	31.7	12.2
South Carolina	399,540	54,375	13.6	326,123	59,063	18.1	265,356	59,415	22.4	8.8
Georgia	841,200	100,431	11.9	689,969	113,945	16.5	553,769	128,392	23.2	11.3
Florida	197,973	17,039	8.6	147,225	16,687	11.3	91,749	19,024	20.7	12.1
Tennessee	1,108,629	157,396	14.2	947,445	170,318	18.0	774,411	214,994	27.8	13.6
Alabama	700,823	103,570	14.8	576,154	106,235	18.4	443,327	111,040	25.0	10.2
Mississippi	450,952	36,038	8.0	377,466	44,987	11.9	319,385	52,910	16.6	8.6
Louisiana	474,621	82,227	17.3	354,293	72,013	20.3	268,600	53,261	19.8	2.5
Texas	1,554,994	95,006	6.1	1,084,587	89,822	8.3	707,969	97,468	13.9	7.8
Arkansas	656,438	76,036	11.6	555,873	92,052	16.6	384,066	97,990	25.5	13.9

Table Showing the Number of Negro Illiterates Ten Years of Age and Over, 1880-1900, and the Decrease in Percentage—Eleven Southern States.

STATES	Total negro population 10 years old and over, 1900	Number illiterate, 1900	Per cent. illiterate, 1900	Total negro population 10 years old and over, 1890	Number illiterate, 1890	Per cent. illiterate, 1890	Total negro population 10 years old and over, 1880	Number illiterate, 1880	Per cent. illiterate, 1880	Per cent. decrease in illiteracy in 20 yrs.
Virginia	479,464	213,960	44.6	455,582	260,678	57.2	428,450	315,666	73.7	29.1
North Carolina	441,756	210,344	47.6	392,589	235,981	60.1	351,145	271,943	77.4	29.8
South Carolina	537,542	283,940	52.8	470,232	301,262	64.1	394,750	310,071	78.5	25.7
Georgia	724,305	379,156	52.3	600,633	304,015	50.6	479,863	391,482	81.6	29.3
Florida	168,980	65,101	38.5	119,034	60,204	50.6	85,513	60,420	70.7	32.2
Alabama	589,820	318,707	53.9	479,430	331,200	69.1	399,058	321,680	80.6	23.2
Mississippi	640,424	314,617	49.1	516,929	314,858	60.9	425,397	319,753	75.2	26.1
Texas	438,883	167,531	38.2	336,154	176,484	52.5	255,265	192,520	75.4	37.2
Arkansas	269,923	113,495	42.0	217,454	116,655	53.6	137,971	103,473	75.0	32.0
Tennessee	354,980	147,844	41.6	309,800	167,971	54.2	271,386	194,495	71.7	30.1
Louisiana	465,611	284,594	61.1	392,642	283,245	72.1	328,153	259,429	79.1	18.0

A Comparison.

In the twenty years, 1880-1900, white illiteracy in Virginia decreased 7.4 per cent., while negro illiteracy during the same period decreased 29.1 per cent.

During the same period North Carolina decreased her white illiteracy 12.2 per cent. and her negro illiteracy 29.8 per cent.; South Carolina decreased her white illiteracy 8.8 per cent., and her negro illiteracy 25.7 per cent.; Georgia decreased her white illiteracy 11.3 per cent., and her negro illiteracy 29.3 per cent.; Florida decreased her white illiteracy 12.1 per cent., and her negro illiteracy 32.2 per cent.; Tennessee decreased her white illiteracy 13.6 per cent., and her negro illiteracy 30.1 per cent.; Alabama decreased her white illiteracy 10.2 per cent., and her negro illiteracy 23.2 per cent.; Mississippi decreased her white illiteracy 8.6 per cent., and her negro illiteracy 26.1 per cent.; Louisiana decreased her white illiteracy 2.5 per cent., and her negro illiteracy 18 per cent.; Texas decreased her white illiteracy 7.8 per cent., and her negro illiteracy 37.2 per cent.; Arkansas decreased her white illiteracy 13.9 per cent., and her negro illiteracy 32 per cent.

The three Southern states making the largest decrease in white illiteracy were Arkansas 13.9 per cent., Tennessee 13.6 per cent., and North Carolina 12.2 per cent. The three Southern states making the largest decrease in negro illiteracy during the last twenty years were Texas, 37.2 per cent., Florida, 32.2 per cent., and Arkansas, 32 per cent. The three Southern states making the smallest decrease in negro illiteracy were Louisiana 18 per cent., South Carolina 25.7 per cent., and Alabama 23.2 per cent.

**Decrease in White and Colored Illiteracy, 1880-1900—
A Comparison.**

STATES	Percentage of white population 10 years of age and over illiterate in 1880	Percentage of negro population 10 years of age and over illiterate in 1880	Percentage of white population 10 years of age and over illiterate in 1900	Percentage of negro population 10 years of age and over illiterate in 1900	Decrease in white illiteracy in 20 years	Decrease in negro illiteracy in 20 years
Virginia.....	18.5	73.7	11.1	44.6	7.4	29.1
North Carolina.....	31.7	77.4	19.5	47.6	12.2	29.8
South Carolina.....	22.4	78.5	13.6	52.8	8.8	25.7
Georgia.....	23.2	81.6	11.9	52.3	11.3	29.3
Florida.....	20.7	70.7	8.6	38.5	12.1	32.2
Tennessee.....	27.8	71.7	14.2	41.6	13.6	30.1
Alabama.....	25.0	80.6	14.8	57.4	10.2	23.2
Mississippi.....	16.6	75.2	8.0	49.1	8.6	26.1
Louisiana.....	19.8	79.1	17.3	61.1	2.5	18.0
Texas.....	13.9	75.4	6.1	38.2	7.8	37.2
Arkansas.....	25.5	75.0	11.6	43.0	13.9	32.0

The above figures are taken from the Census of United States, 1900.

TUSKEGEE'S OUTPOST WORK.

Copies of Papers Circulated by Tuskegee Institute in the Interest of the Industrial and Social Betterment of the Negro Farmers in the Vicinity of the School.

My Daily Work.

I may take in washing, but every day I promise myself that I will do certain work for my family.

I will set the table for every meal. I will wash the dishes after every meal.

Monday, I will do my family washing. I will put my bedclothes out to air. I will clean the safe with hot water and soap.

Tuesday, I will do my ironing and family patching.

Wednesday, I will scrub my kitchen and clean my yard thoroughly.

Thursday, I will clean and air the meal and pork boxes. I will scour my pots and pans with soap and ashes.

Friday, I will wash my dish cloth, dish towels and hand towels. I will sweep and dust my whole house and clean everything thoroughly.

Sunday, I will go to church and Sunday school. I will take my children with me. I will stay at home during the remainder of the day. I will try to read something aloud helpful to all.

Questions that I Will Pledge Myself to Answer at the End of the Year.

1. How many bushels of potatoes, corn, beans, peas, and peanuts have we raised this year?
2. How many hogs and poultry do we keep?
3. How much poultry have we raised?
4. How many bales of cotton have we raised?
5. How much have we saved to buy a home?
6. How much have we done towards planting flowers and making our yard look pretty?

7. How many kinds of vegetables did we raise in our home garden?
8. How many times did we stay away from miscellaneous excursions when we wished to go? What were our reasons for staying at home?
9. How have we helped our boys and girls to stay out of bad company?
10. What paper have we taken, and why have we taken our children to church and had them sit with us?

How to Make Home Happy.

Keep clean, body and soul. Remember that weak minds, diseased bodies, bad acts, are often the result of bad food.

Remember that you can set a good table by raising fruit, vegetables, grains, and your meat.

Remember that you intend to train your children to stay at home out of bad company.

Remember that if you would have their minds and yours clean, you will be obliged to help them learn something outside the school room. Remember that you can do this in no better way than by taking a good paper. *The New York Weekly Witness* or the *Sabbath Reading*, published in New York, cost very little. Have your children read to you from the Bible and from the papers.

Your Needs.

You need chairs in your house. Get boxes. Cover with bright calico, and use them for seats until you can buy chairs.

You need plates, knives and forks, spoons and table cloths. Buy them with the tobacco and snuff money.

You need more respect for self. Get it by staying away from street corners, depots, and above all, excursions.

You need to stay away from these excursions to keep out of bad company, out of court, out of jail, and out of the disgust of every self-respecting person.

You need more race pride. Cultivate this as you would your crops. It will mean a step forward.

You need a good home. Save all you can. Get your home, and that will bring you nearer citizenship.

You can supply all these needs. When will you begin? Every moment of delay is a loss.

How to Become Prosperous.

1. Keep no more than one dog.
2. Stay away from court.
3. Buy no snuff, tobacco, and whiskey.
4. Raise your own pork.
5. Raise your vegetables.
6. Put away thirty cents for every dollar you spend.
7. Keep a good supply of poultry. Set your hens. Keep your chickens until they will bring a good price.
8. Go to town on Thursday instead of Saturday. Buy no more than you need. Stay in town no longer than necessary.
9. Starve rather than sell your crops before you raise them. Let your mind be fixed on that the first day of January, and stick to that every day in the year.
10. Buy land and build you a home.

Negro Schools Before the War.

Formerly there were laws in some of the Southern States forbidding any one to teach a negro to read and write. In the North, too, much has been made of these laws. It has been assumed, sometimes, that they represented the settled purpose of all the Southern people and that the universal practice was in conformity. As bearing on this point we may glance at the census of 1860. Virginia was one of the states in which the laws were severest. Here there were 12,100 free colored males over 20 years of age, of whom 6,710 could read and

write. South Carolina is another state in which the law was especially severe. Here the number was 1,926, of whom 1,294 could read and write. In thirteen Southern states the number of free colored males over 20 years of age was 40,448, of whom 19,396 were able to read and write. So it appears that actually almost half the free adult male negroes had been taught in some way, notwithstanding the law.

The census of 1860 does not tell concerning the intelligence of slaves. Certain evidence, however, comes out in the census of 1870. There were at that time in the thirteen states 902,559 male negroes over 21 years of age, of whom 98,245 could read and write. With deduction for the free colored people mentioned, there were nearly 80,000 literates who had been slaves. Some acquired their knowledge after emancipation, but with due allowance for these, we can hardly place the number who had learned in slavery at less than 50,000.

In Charleston, S. C., a school for the children of free colored people was established about 1838, and was taught by five brothers in succession, who took this way of earning the money necessary for a college course. These brothers were sons of Rev. John Mood, a respected business man of Charleston and a local preacher in the Methodist Episcopal Church. The sons, one after another, were graduated with honor at Charleston College; four of them became ministers in the Methodist Church and the other a physician. The youngest was Dr. Francis Asbury Mood, who attained high distinction, not only as a minister, but as a teacher, and is especially honored as the founder of the Southwestern University at Georgetown, Texas.

A few months ago the late Mr. George W. Williams showed me, at his bank in Charleston, a printed enrollment of the taxpayers in 1860, calling particular attention to the separate list of free negroes with their assessments. I copied from this list the names of 118 free colored people who were assessed for slaves they owned, and the aggregate number of these slaves owned by free colored people was 284. Eleven of the largest property holders had sixty-one slaves, and were assessed besides for other property valued in the aggregate at \$204,840. The person having the heaviest assessment, both in slaves and in other property, was a woman named Maria Weston. Alluding to her, Mr. Williams said he once asked how it happened that the property was all in her name, with no mention of her husband, and she answered that her husband was a slave and so could not own property. I made inquiries of certain other aged gentlemen of Charleston concerning these people, and was told that some carried on the tailoring business, one was an energetic wheelwright, and others were in similar trades. All were under guardians, as the law required, and when one made an important transfer of property a third party was necessary. They often went to great pains and sacrifice to buy their friends out of slavery, and then it was necessary to carry the negotiations through some white man. Public sentiment forbade them to carry a cane or to ride in a carriage (though I have been told of a negro named Ellison in Sumter County who owned some thirty slaves and had his coach-and-four), but many of them were held in high esteem. They were the people for whom the Moods carried on their school. The enterprise was in direct violation of the letter of the law, but this hardly seems to have been thought of. In the three Methodist churches of Charleston there were some 3,000 colored members, besides 1,000 more at Bethel.

Several Southern gentlemen have told me, with evident pride, of the Rev. John Chavis, a Presbyterian negro minister, who was educated at Washington College and taught for many years a classical school for white boys in North Carolina, out of which came a number of eminent men. Dr. William H. Ruffner, of Lexington, Va., speaks of John Chavis as having been sent to Lexington by Presbyterians of Charleston with the expectation of his becoming a missionary to Africa. — *Southern Workman*.

SOME RESOLUTIONS.

Declaration of the Colored Teachers of North Carolina at Raleigh, October 31, 1903.

We, here assembled, representing the educational interests of the colored people of North Carolina, declare:

(1) That we gratefully appreciate any and all efforts that are being put forth by friends north and south to help us educate ourselves.

(2) That we express our confidence in the sincerity of the governor of this state and those associated with him in their efforts to foster in this state the sentiment in favor of education for all the people of the state.

(3) We believe in the prorate division of the school funds in order that every child in the state, both white and colored, may receive equal benefits therefrom.

(4) We deprecate the fact that the insufficiency of the funds necessitates short terms for the public schools, and urge upon the parents generally the duty to see that their children attend school promptly throughout the term; and we further advise that whenever there is an opportunity so to do the school terms be lengthened by local taxation or individual subscription.

(5) We express our endorsement of education in its broadest sense, and believe that there exists no real conflict between higher education and industrial training. We need colleges and high schools because we need leaders in high places. We recommend, however, with emphasis, the training of our youth for the practical, everyday duties of life. They should be trained for the farm, for the trades and for domestic service, and no education should be considered beneficial or desirable that does not tend to useful ends.

(6) We further urge that our people pay promptly their poll tax, as a large part of said tax goes directly to help the public schools, and we insist that more interest be taken in the schools by the patrons, to see that buildings be kept decent and comfortable and the grounds clean and beautiful.

(7) We reaffirm our faith in the benefits and possibilities of education, not merely as a means to franchise privileges, but as the surest and truest means to manhood and womanhood. Men are men in proportion as mind and soul are made to predominate over material forces and subdue them to wholesome ends. Educate the people that we may have better homes, better people, and better citizens.

(8) We further urge all of our people to regard as inviolable contracts between the employer and the employed; and we urge them also to take advantage of every opportunity to make themselves efficient in whatever line of work they may follow, and thus be able to render the most useful and acceptable service in whatever employment they may be engaged.

(9) We do now and here pledge ourselves to renew our endeavors to self-help and pledge further to co-operate with friends in all efforts to bring true and abiding progress and development to our race.

Conditions in Beaufort County, S. C.

Beaufort is an agricultural county. No other industry cuts any figure. There are two ways for the negro to farm; first, for himself; second, as a hand. Here it must necessarily be as an independent farmer, for most of the land is cut up into small tracts which he owns and holds on to with the greatest tenacity. White men have recently developed hitherto poorly tilled fields into profitable truck farms. The influence of the white farmers on the neighboring negroes is marked. As soon as the white man makes a success of peas, potatoes, or squash, the colored man follows. Up-country negroes, influenced by the example of the white man, are more thrifty, industrious, and generally progressive than the island people. It may be mentioned that they are also more lawless and that there is more race friction there. An influx of good white farmers to the more isolated sections would bring in an uplifting influence. Another outside influence over agricultural conditions is that of the Penn and Port Royal agricultural schools. In charge of the agricultural work of the former is a Hampton graduate of large experience and proved ability. Among his scholars and among their parents, whom he meets in farmers' conferences, he is spreading sound ideas as to improved methods and possibilities. A graduate of the agricultural course at Tuskegee takes hold this summer of that department of the Port Royal School, where an older graduate of Tuskegee has charge of a plant with two hundred and seventy acres of good planting land. If their work is supported as it should be, its influence on industrial conditions may be marked. — *Southern Workman*.

Negro Education in Virginia.

Dr. Frazer reports that, in his opinion, a decided change has taken place in the attitude of the whites toward negro education. He says that he never hears a word against it now, but on the contrary strong terms of advocacy, often from unexpected sources. In one county that he visited he found the per capita expenditures in white schools eighty cents and in the negro schools one dollar and ten cents. This, however, he says, does not come from any special leaning towards the negro, but is due to the relative sparseness of the black population and the unwillingness of the school authorities that their educational interests should suffer on that account. Dr. Frazer adds that this shows that the white people of Virginia are beginning to see that the welfare of the commonwealth depends upon education for all. He has visited a number of negro schools and thinks the outlook for that portion of our population is constantly growing brighter. The superintendents at their conference in January voted unanimously for eight grades with manual training in negro schools and several spoke strongly in favor of giving them secondary schools — DR. H. B. FRISSELL, Richmond Conference.

Negro Criminals.

I think there is another and brighter side to the subject of criminality among negroes. The criminal element in the negro race is not so large as many biased and uninformed people claim. Since the war three millions of negroes out of the seven millions have learned to read and write. The whole number of negro criminals in the United States is only twenty-four thousand, and about eleven thousand of these can read or write. How remarkable! In the three million who can read and write, there are only eleven thousand criminals. In the South, we have more than twenty millions of people, and if you will take time to inform yourself, you will find that not exceeding one in ten thousand clash. The other ninety-nine thousand nine hundred and ninety-nine rub against one another in all the walks of life, pursuing their work of mutual usefulness and good in peace and happiness. The mistake is that bad men take this one sinner in every ten thousand and hold him up as an example and never see the nine thousand nine hundred and ninety-nine industrious, law-abiding, God-fearing men, who are forcing their way into recognition in spite of misrepresentation.

There is a good negro element, and this element should be studied. If men go around looking for bad negroes they will find them; if they look for good negroes they will find them. It depends upon what a man wants to see. It is unkind to take the small criminal element in the race as representing the whole race. What honorable man would think of judging the French people, the British nation, the Italian nation, or the German, by the small criminal element among those people, or judge the virtue and honor of the American people by defaulting bankers, absconding state treasurers? Now these people are judged by their possible attainments in truth and honor, as represented by their highest class. The negro asks this, and nothing more. — PRES. W. H. COUNCIL, Normal, Ala.

Education Does Not Increase Crime.

By a singular perversity of fact and reason, education, heretofore regarded as a priceless boon, as the cause and result of free institutions, of civilization, as a necessity to human development, to attainment of a higher life, worth millions of expenditure and the best administrative capacity, is now by some regarded as the source and provocative of crime, as incompatible with the best development of the race, and as so full of harm that it should be doled out most sparingly and under rigid limitations. The truer doctrine is, that remedies for social, political, and personal maladies are not material and legislative, not quick and direct, but by the slower and surer method of mental education and moral regeneration.

—J. L. M. CURRY.

What the Negro Owes the South.

We are so prone to say unkind things of the South, because of slavery, that it is hard to look with favor upon anything the South has done. In my opinion the black man owes more to the South and the Southern people than to any other section of the world. More miracles have been worked out in the South than were ever dreamed of in Palestine. For three hundred years the South has been a great missionary tent, in which thousands of barbarians have been transformed into millions of industrious citizens. And right here, in the land of our bondage, forty years after freedom, we have accumulated millions of dollars in property, and tens of millions in moral forces. All of which could not have been accomplished without the good will and kindly spirit of our white neighbors. — PRES. W. H. COUNCIL, Normal, Alabama.

THE NEGRO.

Some Recent Opinions of Newspapers.

We believe the farmers of the South would protest against the exportation or segregation of the negroes. They are of immense advantage as labor. We could not make our crops without them. They likewise protest against higher education for the negroes as a whole. It absolutely destroys their efficiency—takes them out of the one domain to which they are adaptable. The true position for the Southern man with respect to the colored race, then, is this: To discriminate between the good negroes and the bad ones; to reward and encourage the good ones, even to the killing, by quick legal process, of those who commit the nameless crime; to bend our energies toward improving the negroes in their work, toward improving their intelligence, and toward improving their attitude toward us; toward restraining and punishing the vicious, compelling the lazy to work, and making the goodness of the good ones worth while to them as it is to us. — *The Biblical Recorder*, Raleigh, N. C.

It is not a question of whether or not the negro shall be educated. No class of people can remain in enlightened America in the twentieth century without provision being made for their education. It is only a question of whether or not our Southern people shall abandon their control over negro education, and shall surrender the work to misguided fanatics and social equality philanthropists. For as surely as we fail to support negro education, this class of people will furnish money and carry on the work in such a way as to make it a constant menace to Southern peace.

But in the trend of things there is an imperative call to our educational leaders and to the leaders of the negro race to improve the character of education given the black man. The idea of industrial education must be enforced, not merely in two or three great isolated institutions, but in our general public school system. The problem is with these leaders, and if they would avoid disaster, they must grapple with it right speedily. — *Progressive Farmer* (N. C.)

The "Delta" is the negro's paradise, and his churches and schools will be kept up to the standard of the past few years and perhaps improved, it matters not who is Governor. — *Greenville Democrat*, Greenville, Miss.

The Aim of Education.

Education should teach the youth to save money; should teach him to sacrifice today in order that he may possess tomorrow; should teach him that he can never have the respect and confidence of the community in which he lives unless he has a bank account, or owns a piece of land, or in some way is tied in a business direction to the community in which he lives. As fast as possible we should become the owners of homes and become taxpayers. No man deserves to vote unless at the same time he helps to support the government under which he lives by the prompt payment of taxes.

Our children should be taught that all forms of labor are dignified and honorable and that all forms of idleness are a disgrace. One of the problems that our ministers and teachers should give especial attention to is the large number of idle men and youths that hang about the street corners of our large cities.

The question which is constantly being asked is, Of what benefit is education, and what should it be made to accomplish? I believe that education should be made, first of all, to assist an individual in making the most of the things that are right about him, in his own home, in his own town, neighborhood and state. Education should enable one to do the thing that the community in which he lives wants done at the present time. Further than that, education should enable one to make his own living and to make the living of someone else as well. It should not only be made to minister to the bodily wants, but to the wants of the mind and the spiritual and higher nature of the individual.

Education should make us see the importance of drawing the line between the vicious and the virtuous; between the good and the bad. I fear very much that in some parts of the country there is a tendency for us to make no difference between the criminal and the person who lives a righteous life. At any cost, we should see to it that our leaders, and especially the ministers and teachers, are men of the very highest moral character. We should permit no one to come into our families who is not an individual of the highest moral character.

Education should help us to get to the point where we will condemn crime, whether it is committed by black or white people. — BOOKER T. WASHINGTON, at North Carolina State Fair, 1903.

The Negro Common School.

Summary of State Conditions.—The total negro school population of the United States, 5 to 18 years of age, with enrollment and percentage of attendance, is as follows:

Date	School Population	Enrolled	Per cent Enrolled	Attendance	Per cent. of Enrollment
1877	1,513,065	571,506			
1878	1,578,930	675,150			
1879	1,668,410	685,942			
1880	1,803,275	781,709			
1881	1,929,187	802,872			
1882-83	1,944,572	802,982			
1883-84					
1884-85	2,043,696	1,070,463	50.42		
1885-86	2,020,219	1,048,659	55.80		
1886-87	2,222,611	1,118,556	50.32		
1887-88	2,264,344	1,140,405	50.36		
1888-89		1,213,092			62.50
1889-90		1,289,944			62.40
1890-91	2,543,936	1,324,937	52.08		62.14
1891-92	2,590,851	1,352,816	52.21		
1892-93	2,630,331	1,367,828	52.00		
1893-94	2,702,410	1,424,995	52.72		69.07
1894-95	2,723,720	1,441,282	52.92	856,312	59.41
1895-96	2,794,290	1,429,713	51.16	886,994	62.04
1896-97	2,816,340	1,460,084	51.84	904,505	61.95
1897-98	2,844,570	1,506,742	52.97	916,833	60.85
1898-99	2,912,910	1,511,618	51.89	969,011	64.10

Bringing together the percentages of the total negro school population in the different states that regularly attend school, we have:

STATES	Percentage of negro children, 5-18, in regular attendance	Average length of school term— Days
Delaware	33.84	141
Maryland	28.74	188
District of Columbia	42.84	179.5
Virginia	25.31	119
West Virginia	48.81	111
Kentucky	41.59	115.4
Tennessee	40.90	89
Arkansas	36.77	70
Missouri	28.06	141
North Carolina	28.61	68.3
South Carolina	35.27	75
Georgia	29.16	117
Florida	36.59	87
Alabama	42.54	62
Mississippi	38.27	101
Louisiana	22.50	120
Texas	30.88	106
United States	33.26	

In other words, one-third of the negro children of school age in the United States are attending regularly a school lasting usually less than five months a year. Thus negro children need about five times as much school-training as they at present receive. This state of affairs points clearly to two great needs: *Better schools and compulsory attendance.*

Bringing together the statistics of illiteracy and arranging the states according to the illiteracy of voters in 1900, we have:

STATES	All persons 10 years old and over			Males, 21 years old and over
	1870	1880	1890	1900
District of Columbia	70.5	48.4	35.0	26.1
Missouri	72.7	53.9	41.7	31.9
West Virginia	74.4	55.0	44.4	37.8
Florida	84.1	70.7	50.6	39.4
Maryland	69.5	59.6	50.1	40.5
Delaware	71.3	57.5	49.5	42.7
Arkansas	81.2	75.0	53.5	44.8
Texas	88.7	75.4	52.5	45.1
Tennessee	82.4	71.7	54.2	47.6
Kentucky	83.8	70.4	55.9	49.5
Virginia	88.9	73.2	52.7	52.5
North Carolina	84.8	77.4	60.1	53.1
Mississippi	87.0	75.2	60.9	53.2
South Carolina	81.1	78.5	64.1	54.7
Georgia	92.1	81.6	67.3	56.4
Alabama	83.1	80.6	67.1	59.5
Louisiana	85.9	79.1	72.1	61.3
Massachusetts	18.5	15.1	15.4	10.5
United States	79.9	70.0	56.8	47.3

The cost of white and negro schools in the Southern States may be summarized as follows:

Total whites, 5 to 20 years of age	7,604,115
Total negroes, 5 to 20 years of age	3,263,016
Percentage of whites, 5 to 20 years of age	64.40
Percentage of negroes, 5 to 20 years of age	31.60
Cost of white schools (87.20 per cent.)	\$ 31,755,320
Cost of negro schools (12.80 per cent.)	4,675,504
If negro schools were equal to white schools they would cost	14,670,586
Net deficiency of negro schools	9,995,085

Total actual cost of white and negro schools of 1899.....	36,430,824
Total cost of schools if negro schools equalled white schools.....	46,425,906
If white and negro schools were equal to Massachusetts' schools they would cost, approximately	150,000,000

Common Schools.—The Commissioner of Education reports (1901-02) 2,734,223 colored persons of school age—5 to 18 years old—nearly one-third of the entire school population of the South. Of the negro school population 57.22 per cent. were enrolled—a large gain over the previous year. The average daily attendance was 62.46 per cent.—a slight gain. The number of colored teachers was 27,749—a gain of 564.

Public High Schools.—There are 100 public high schools for the colored race, 94 of these schools being in the South. In these schools there are 326 teachers and 12,202 pupils—6,636 being in elementary grades and 5,569 in secondary grades.

Secondary Schools.—For 1900-1901 there are reported 138 secondary and higher schools for the education of negroes. These schools report 1,781 teachers, 22,983 pupils in elementary grades, 13,547 in secondary grades, and 2,979 in collegiate grades; total, 39,419. In all these grades except the collegiate the females are largely in excess of the males.

Kindergartens.—There are 2,998 kindergartens in the United States, of which number, according to Mrs. A. E. Murray, there are 45 colored—25 public and 20 private.

From a careful consideration of the facts, and of such testimony as has been given, the following propositions seem clear:

1. The great mass of the negroes need common school and manual training.
2. There is a large and growing demand for industrial and technical training, and trade schools.
3. There is a distinct demand for the higher training of persons selected for talent and character to be leaders of thought and missionaries of culture among the masses.
4. To supply this demand for a higher training there ought to be maintained several negro colleges in the South.
5. The aim of these colleges should be to supply thoroughly trained teachers, preachers, professional men, and captains of industry.—W. E. DuBois, *Conclusions*, Atlanta University Publications, No. 5, p. III.

Compulsory Education.

Every so-called civilized nation has ever reserved unto itself the right to legislate in any way which may be conducive to the best and highest interests of its people.

The first thing that a State has to learn is what are the actual needs of those over whom it exercises jurisdiction.

As civilization has advanced a necessary concomitant has been education; all forces have radiated from this as a common center, and so great has become its potent influence that we would all claim that the safety of a nation lies in the education of its people.

But how is this education to be brought about so that the greatest possible number shall have the benefit of our boasted public school system?

Take our own State of Tennessee, with its total school population of 728,725, an enrollment of 481,585, and an average daily attendance of only 349,483; what is going to be done with the other half, many of whom should be in school instead of loafing on the street corners in our cities, begging, stealing, occupying jails and prisons, working, when they should be in school, and not living in accord with law and order, and in a way which shall conduce to their own well being?

You may say that parents should see to it that their children attend school; that is true, but if parents are as indifferent as children to education, because they are as ignorant, what then? It is true that "blood will tell," and we agree with Oliver Wendell Holmes, that we should begin the education of children with their grandmothers, yet that should not render us unmindful of requiring these chil-

dren to attend school, since in the fulness of time the children of today will be the ancestors in the third and fourth generation of the children then to be.

We can not help feeling the benefit of that law which admonishes parents so imperatively that they must needs learn that to feed and clothe is but the beginning of their duty to their offspring.

It is our privilege and our duty to aid those around us, and help the young of this generation to become the peaceful and law-abiding citizens of the next.

The right of a State to compel its children between certain ages to go to school, that they may be able to read and write, is wholly in accordance with our constitution.

With the revival of interest in educational work which marked the middle of the present century, there was aroused an increased attention to the question of compulsory school attendance. But, roughly speaking, the movement is confined to the last quarter of a century.

We must remember that compulsion has nothing to do with the higher grades of education, its sole object being to secure universal instruction in those subjects which are deemed essential for all children, without regard to their social station or their future occupations.

We believe that the history of compulsory education affords the strongest proof of the necessity of compulsion as a means of combating illiteracy.

In America, thirty-one states and territories have a compulsory education law, West Virginia being the last to adopt such an Act. Of course the efficiency of the law depends upon the way in which it is enforced. A great mistake was made in some of the States in the early years by expecting private individuals to make the complaints in regard to the absence of those children who failed to attend school. In other states, where the proper officers have been placed in charge, the reports show that the movement has made slow but sure progress, and the law never stood higher in public esteem than at the present time.

To show the advantages of the compulsory system, there is nothing more instructive or more convincing than a comparison of the educational results in countries where it has been in operation, with those in countries which have not accepted it.

The school systems of France and Germany afford a striking contrast in this respect.

Twenty-five years ago a celebrated French writer on public instruction said: "Three-fourths of our children are devoted to ignorance, and this is one of the immediate causes of the recent reverses which the French suffered in the war with Germany. Only about one-fourth attend school at all, and one-half of these for a very short time. One-third of the conscripts can neither read nor write.

"While in Germany the actual school attendance of children between six and fourteen is ninety-eight out of every hundred, among the conscripts hardly one in a hundred is unable to read and write; while in Berlin the proportion is two out of a thousand."

France adopted a compulsory education law in 1887, and since then her public school system has made such advancement that Stanley Hall, one of the foremost educators of this country, says that it is not surpassed.

Saxony, with its compulsory laws, shows a number of pupils in the schools almost exactly equal to the number of school age, while Belgium, without such laws, places one-half the inhabitants under the head "not knowing how to read or write." Switzerland and Holland would present the same startling contrast. The result in England is as astonishing as in Prussia.

It has been found that compulsory laws are not un-English at all, but purely English and practical. We, who are of the same stock, have made the trial in America and have proven that the system is not un-American or un-democratic. If we are to have universal suffrage, we must have universal instruction—the two are inseparable.

Compulsory education should be adopted by the State for economic reasons as well as for educational purposes. For example:

In 1895, Knox County paid \$37,351.03 for prosecuting 2,668 criminal cases. The State of Tennessee paid \$16,951.45 toward these same prosecutions, making a total of \$54,302.48 (or \$20.36 per case), as the cost of criminal prosecutions in Knox County for 1895.

It costs seventy-four cents per month to send a pupil to school in Tennessee. Allowing one-half of these criminals to be of school age, then one-half of the cost of the prosecution of these cases would send 9,170 pupils to school for eighty-three days, that being the average number of school days in our State.

Now, every one will acknowledge that it would have been far better to require these 9,170 children to attend school, than to expend \$27,152.24 in prosecutions. And this is simply the cost of prosecution, and does not include the cost which the support of those convicted and sent to the penitentiary afterwards entailed upon the State.

Statistics of the last census show that the criminal classes have increased the more rapidly in those states where ignorance abounds. Take that state that has the largest number of persons unable to read and write, and we shall find that the ratio of its prisoners has increased several fold. Therefore, we see from the relation of our criminal classes to our illiterate classes that it is lack of education that oftentimes brings them to prison. As one school commissioner says, "Is it not better that the children should be dragged to school by the police than in after years to have them dragged to jail by the same public officers?"

On humanitarian grounds also would we advise compulsory education. Is it right that young children should be employed all day long in mines, factories, and shops? Is not their physical and moral well-being dwarfed thereby?

It is estimated that in one factory in Knoxville 60 per cent. of the operatives are of school age, while in another, where adult labor is necessary, probably the per cent. would be about 30.

But the argument against child labor, on purely economic grounds, leaving out the question of education and physical and moral well-being, is a powerful one, for the labor of children lowers the standard of living and lowers the wages of adults.

Tennessee has a law against the employment of children under twelve years of age, but we have only to notice the size of the children in our mines, factories, shops and stores to see how this law is violated. A compulsory education Act would render this law very effective. If child labor is an important factor in the support of any household, would it not be better for the State to assist such a family than to have the child grow up in ignorance, and in after years perhaps be arrested for some crime and become a burden to the State?

The duty of the State to stand *in loco parentis* should be fully realized in every commonwealth of this country. The requirement of school attendance is a means of securing the greatest good to the greatest number, and the State should not passively permit poverty to remain as a bar to education. As one educator says: "Ignorance can only be regarded as a foe alike to the child and to the State, and is no less a foe when aided, as it often is, by conditions for which the child is not responsible, and which the State alone has the power to remove." In some states, years ago, the schools were free to poor children, while others paid tuition, and on the same principle now, in some places, text books are furnished for all who are unable to buy them, while Ohio and Colorado have gone so far as to provide clothing for all children whose parents are unable to clothe them.

When the State has the simple alternative presented of permitting the child to grow up in ignorance and thus become in a greater or less degree a public burden, or of aiding it by public bounty for a limited period, to become an active, self-supporting member of the body politic, can any legislator long hesitate on which side to cast his vote?

But what can be done to diminish the illiteracy of the 315,000 children between the ages of ten and nineteen in the State of Tennessee? With the facts before us in regard to what compulsory education has accomplished in this and other countries, should Tennessee hesitate to place such an Act upon her statute books?—MRS. CHARLES A. PERKINS, President Tennessee Federation of Women's Clubs.

BOOK RECEPTIONS.

Rural School Libraries Greatly Increased by Donations in a Tennessee County.

From reports so far received the book receptions held in all the Hamilton County schools Friday night were successful beyond expectations. These affairs were arranged for the purpose of making a start toward the founding of libraries in every school, and each visitor to the reception was instructed to bring along either a book or its equivalent in money to be donated to the cause.

County Superintendent Jones has been working hard to this end and he has been ably seconded by the entire corps of county instructors, who have earnestly engaged themselves in arousing the sentiment of the communities in which they reside in favor of the project. They are now assured of the success, as the interest displayed in this first general attempt at making a start, shows that the patrons of the schools fully appreciate the benefits to accrue to the scholars from the ready access to good reference and reading books.

Highland Park seems to be leading in the movement. Prof. J. B. Brown says that eight sections of their new sectional book case were filled by the volumes contributed Friday night and four more sections will have to be ordered to accommodate the surplus. Altogether there are about 400 books in the library.

Prof. George Davis reports that his Northside school in Hill City is not far behind, as 105 volumes and several dollars were received from the reception.

The Southside school, under Miss Boydson, secured an addition of about twenty-five books and a considerable amount of money.

Miss Cornelia Wallace, who has charge of the new school at Waldron, in the Thirteenth district, stated before the meeting, that, from the encouragement she had received, the collection in her school would be largely augmented by donations. This was the prediction also at Daisy and Gann's Chapel, where the attendance at the parents' meetings warranted the school officials in placing a great deal of confidence in the loyalty and support of the community.

In St. Elmo the people responded cheerfully to the call, and the Seventeenth District school, under Prof. J. W. Abel, secured forty-three books and \$10 in cash, while the Twentieth District, under Prof. A. T. Roark, received thirty-five very choice volumes and nearly \$20.

The East Lake school, under Prof. J. D. Whiteside, secured twenty books and \$16.70 in cash.

From Mountain Creek, Prof. G. R. Brown reports on hand \$7.24 to expend on the library, and he will hold a box supper Monday night, from which a goodly sum is expected to be realized.

The colored schools will hold book receptions on next Friday night, and the teachers expect to meet with success proportionate to that of the white schools. They have been working hard toward it, and their patrons evince great interest in the project. — *Chattanooga Times*, November 21, 1903.

Educational Conditions in North Carolina.

The public school fund last year was \$1,484,021; increase in annual fund since 1874, \$1,150,190, and since 1899, \$588,389. The school fund is now four times that in 1874 and the percentage of increase in the annual fund since 1899 is 65 per cent. The general school tax in 1874 was 81-3 cents on \$100, and is now 18 cents; in 1903 the number of local tax districts was 174; in 1901, it was 44; in 1880, only 3. In 1890 the number of districts without school houses was 1,389; in 1902, 822; and in 1903, 527. In 1903 the total value of school property was \$1,629,803. In 1903 and 1902 the number of new school houses built was 676. In 1903 the average length of the school term in weeks (white) was 16.70, and in 1890, 11.85. In 1902 the per cent. of white children enrolled was 70; in 1892, 55. In 1902 the per cent. of white children in daily attendance was 41; in 1890, 36. The decrease in the number of school districts in two years was 557, owing to consolidation. In 1901 the legislature made a special annual appropriation for a four months' school term of \$200,000; in 1901-02 it gave for rural

libraries \$500, and in 1903-04, \$750. In 1903-04 the loan fund for building school houses was \$200,000; in 1902 the number of rural libraries established was 500; in 1903 it will be 500, and those to be supplemented, 500. In 1903 the amount lent for building school houses was \$64,311, and the value of houses to be built by its aid \$145,020. The work to be done in stamping out illiteracy is shown by the statement that the white children in North Carolina of school age not enrolled in public schools number 138,036, who are on the road to illiteracy. The average salary annually for white teachers is \$111.80. Nine counties paid superintendents less than \$100 annually; 18 less than \$200; 18 less than \$300; 25 less than \$400. The number of school houses to be built in districts without houses is 822, and the number of log houses to be replaced is 719. The number of white school districts with less than 65 children of school age is 2,500.

The above facts are gleaned from a recent address by State Superintendent J. Y. Joyner.

Consolidation in North Carolina.

Westfield, Surry County, North Carolina, voted a local school tax last summer and consolidated two small school districts and part of a third district into one district. At present this rural consolidated school has an enrollment of 150 pupils out of a school population of 180. The enrollment and average attendance is more than double that of all the separate small districts last year. And the people are more than pleased with the results.

RURAL SCHOOLS.

A Description of Rural School Conditions in Marion County, South Carolina, by Miss Penelope McDuffie, One of the Workers of the South Carolina Woman's Association.

The following report was made to State Superintendent O. B. Martin, November, 1903:

At first the work was greatly hindered by the lack of information. The notorious incapacity of the county superintendent rendered it impossible to get even the most necessary material from his office.

I found that there are fifty-five districts in the county. Thirty-seven I visited, and of the remaining eighteen four are graded school districts in the towns. Fourteen school improvement associations have been organized and several others may be secured later. In every case individual work has been urged to supplement organized effort.

On the whole, although the work has been done under difficult circumstances, the results have been more than were expected. As for myself, I wish to say that I have never had anything to do which has so aroused my interest, or which I should so much like to see continued under the best working conditions.

The country schools of this county fall materially into three classes: First, those which were formerly the largest in the county, but which have lost their important position and along with it the feeling of pride which does much for the progress of a school; second, those which have been neglected, which have suffered from the lack of decent buildings, incapable teachers and short terms, and are yet in a dormant condition; last, a considerable number of average and a few progressive schools, needing just at this time the help of some outside influence to direct the energy that is ready to produce changes, and promising to give fine results for properly organized effort.

Loss of Pride.

The first class is most too difficult to reach. It may have been due partly to the limited time for visiting each district or to the nature of the conditions, I do not know which, but at any rate, I failed to organize a single association for school improvement at any of these places. I call them cases of "arrested development," because, although there is in some of the districts a large school population, there is no longer any sustained effort to secure teachers and keep buildings in repair.

One of these buildings, which must have represented the educational sense of an enlightened community, had been grossly neglected by teachers and trustees—not to speak of the signs of destructive students. Desks had been partially destroyed, most of the panes in the windows broken, and the whole building left open to the weather.

This custom of leaving doors and windows wide open is in vogue in many places. At one of the schools I noticed that an expensive globe had been left out and cut to pieces, and at another there were a few books scattered around on shelves that had contained the beginning of a good library.

The second class has a peculiar feature of interest. It is the "submerged tenth" of rural school work. A few are for the present hopeless. The districts are poorly arranged, the population scattered, the school term so short that no teacher of experience and ability cares to accept such a position.

These schools are often held in what serves as a church also. The remote situation and accompanying graveyard must have anything but a cheerful influence. Once when I was observing the utter desolation of such a place I asked a passing youth why all the doors and windows were left open. "Yes'm," he said, "they ain't nothin' in there to git hurt." And when I went in I realized what he meant. There was literally nothing in the way of equipment except one table and a few benches fastened at one end to the wall. No association could be organized here.

Cemetery for Playground.

At another place—almost as desolate, except there was no cemetery occupying all the space for playgrounds—I had a most interesting meet. It was a bare, unceiled structure, with two wooden shuttered windows and one glass window of four panes. Since three of these panes had been broken and there were numerous cracks in the floor and walls, I judged that it might be exceedingly uncomfortable in winter. Here I was ashamed that I could not say all I wished, for the interest was pathetic in eagerness. An association was organized that pledged itself to relieve the bare grounds with native vines and trees; besides this, the trustees promised to finish the building, put in glass windows and aid the association in securing a small library.

In these schools, so far as my observation goes, the teachers are fresh from the school room themselves or quite often town girls who teach for diversion and a salary. Obviously, there is no professional spirit and no attempt to increase the efficiency of teaching by making the surroundings less dreary. A little more pride, a little capacity for hard work, and a conception of the ideal of right living would make use of the materials at hand for development; and then we should have no more dormant schools or districts where public sentiment is hide-bound. No wonder these districts have all the marks of stagnation when you may hear a trustee object to a three-mill tax. "If this keeps on," he said in argument, "our children won't have bread to eat." And this man calls himself a good citizen!

The average school is full of hopeful possibilities. It has in very few cases a finished building or patent desks, but it is going to work to get them. Three new buildings planned to contain cloak rooms—almost unheard of in the rural districts—are being made ready for the next term. It is in schools of this class that most of the fourteen school improvement associations have been organized. It is gratifying to see that even where there is no formal organization the library idea is taking hold, and work along this line is promised.

Argument for Compulsion.

Wherever there are progressive schools the trustees are found to be wide-awake, energetic men, alive to the needs of the times. They can give some interesting information about the system of public schools and this usually furnishes strong argument for a compulsory education law. For instance, one trustee reported that in his district, where the population is evenly divided as to color, the average attendance of negroes was 80 to 90—of white children 40 to 45.

So much for conditions as I have seen them. I wish to urge upon the consideration of the committee for rural school work some plans which seem to me practicable and necessary to the accomplishment of this work.

The teachers should work together. The expense of transportation is too much for one; in the rural districts a woman can not travel alone, and more can be accomplished by two working together. They should be reasonably familiar with local conditions, but their chief recommendation should be that they have a vivid realization of what they are to accomplish and do not lack the necessary energy and enthusiasm.

They should go to each neighborhood and from a central location should make short visits—separately, if possible—to most of the homes. This would prepare the mothers for a general meeting at which the details of the work should be fully explained and a school improvement association organized.

Recommendations.

This would do quite as much for the women as for the schools. No life I can think of is more desolate than that of the thousands of women on the farms. The need of some relation to the world's work, of some touch of sympathy, is none the less because it is not realized by those whose need is greatest. The faces of many careworn women are a silent appeal for a broader life.

Careful reports should be made and preserved, not simply as a means of observing the progress of the work, but as material to stimulate the work of the associations.

The co-operation of the county editors should be secured and they should be urged to report school news worth reading. The utter nonsense that heaps adjectives together in a muddled description of the picnic dinner at a school closing and fails to mention that any effort has or has not been made to get comfortable desks—that sort of reporting is common enough and destructive to progress. The poorest schools I visited were some that had been glowingly written up as to a "highly successful year," etc.

Finally, until some way is assured us that county superintendents shall be educated and capable men, fit for their office, this work should be kept up by a director. Each association should report its progress to the director who should be able to keep in touch with the work, help the association's plans for general meetings, and as nearly as possible be a real factor in the progress of every rural school. It may have seemed superfluous that I should mention in this connection the office of the county superintendent of education, still it must be granted that if left to themselves are under an inefficient superintendent, the associations will do but little of what they can. The work is new and has to make its way slowly. It needs constant effort to make it a success and furnish examples which other counties may follow. Time and money and much work are necessary, but the result will be worth the expenditure.

[The conditions described above are so true as to many other sections of the South that this article will be of evident general interest. — EDITOR.]

One Year's Educational Progress in North Carolina.

At the annual meeting of the county superintendents of North Carolina, held at Raleigh on November 11, State Superintendent Joyner made an address in which he outlined the progress that public education has made in North Carolina since November, 1902. He stated that during the year just past eighty-eight new local tax districts have been established. The State now has 174 local tax communities scattered through sixty-three of the ninety-six counties in the State. He also stated that the decrease during the year in school districts by consolidation was 557; also that 347 new school houses had been built, at an expenditure of \$140,495. The total value of the public school property of North Carolina is now \$1,629,803, an increase of \$263,143 during the past year.

On the subject of rural libraries Superintendent Joyner's address was especially interesting. Five hundred rural school libraries made possible by the rural school library law of 1901 have been established, and 115 of the 500 provided for by the rural school library law of 1903 have already been established.

School House Dedication.

The public school house at Pleasant Hill, Henderson County, North Carolina, was dedicated October 29, 1903. State Superintendent J. Y. Joyner delivered the dedicatory address. The invitation sent out reads as follows:

"You are cordially invited to attend the dedication of the new building of the Pleasant Hill public school in Hendersonville on Thursday, October 29, 1903, at 1 o'clock. F. C. Abbott, Chairman Mecklenburg-Henderson County School Fund."

The invitation also has cuts of the old and new school buildings, which form a most striking object lesson as to the development of this school district.

Concerning the old building, the statement is made that "the Pleasant Hill district, four miles from Hendersonville, has had an enrollment of about one hundred and twenty-five pupils. The school has been conducted in the old building shown in the cut, with one teacher and for a very brief term. The old building, including furnishings, is valued at twenty-five dollars."

On the opposite page of the invitation, which is a folder, is shown a cut of the new building, accompanied by the following statement:

"Pleasant Hill district has now consolidated with sections of other districts, and has an enrollment of one hundred and sixty-five and expects soon to still further enlarge the boundary, and will then have fully two hundred pupils. The district has voted a local tax.

"The new building has four large rooms, well lighted and heated, equipped with modern school desks, each room with a seating capacity of fifty, and will have a valuation, with furnishings, of about twenty-five hundred dollars."

Compulsory Education.

The Hon. John H. Small, of Washington, North Carolina, member of Congress from the First District of that State, recently wrote a letter to the Biblical Recorder, Raleigh, North Carolina, in which he discloses the efforts that have been made during the past several years to better the school enrollment of Washington. That town will soon begin the operation of a local compulsory school law, enacted by the North Carolina legislature of 1903. Congressman Small refers to that law in his letter to the Recorder. The letter reads as follows:

"You ask for some information as to the methods pursued in our town in getting all the children to attend the public schools. Heretofore our methods have been entirely persuasive and by personal appeals to parents and children. Our superintendent and teachers have been instructed to make inquiry of any child not in attendance and report it to our Board of Trustees. Then our superintendent goes to see the parents and children in person, and if this does not avail, then the Board takes it in hand through some member. We have from time to time made provision for clothes and books for very poor children.

"Several years ago the percentage of attendance was very poor as compared with the enrollment. In order to remedy this, each teacher has been instructed to keep in touch with the parents of each child in their respective grades. If a child is absent more than one day, the fact is reported to the superintendent and both the teacher and the superintendent immediately make a visit to the home to inquire as to the reason for absence. By this means we have endeavored to create a mutual bond of sympathy and interest between the teachers of the public schools on the one side and the parents and the children on the other. The result has been an increase, both in enrollment and in attendance.

"However, we secured the enactment by the General Assembly of 1903, of a compulsory law applicable to this town, which you can find among the printed Acts. We anticipate some friction when we come to enforce this law, but we shall endeavor in our actions to be as mild as possible and will only resort to strong measures after all other means fail. Very sincerely yours,

"JOHN H. SMALL."

Grandcane, De Soto Parish, Louisiana, voted a five mills school tax November 17.

Growth of Compulsory Education Sentiment.

The report of the Labor Commissioner of North Carolina, which will be printed in January, 1904, says that 80 per cent. of those to whom the question, "Do you favor a compulsory school law?" was submitted, answered the question in the affirmative, and 20 per cent. answered in the negative. Of course, this question was submitted only to farmers and other persons engaged in manual labor. It indicates, however, a growing sentiment in the State in favor of compulsory education. Two counties in North Carolina already have a compulsory school law, viz., Macon and Mitchell—two mountain counties. The town of Washington, N. C., has a local compulsory school law which will go into operation before long.

Consolidation and Libraries.

County Superintendent E. B. Wallace, of Richland County, South Carolina, in his report for 1902-03, says:

"It is very encouraging to say that a greater number of professionally trained teachers are filling the schools than ever before in the history of the county, which is an open secret of successful schools. Among the most gratifying signs of the general betterment is that of consolidation of weak schools into fewer and stronger ones and regulating the course of study to the life of the community, thereby making the school the expression of life rather than preparation for it. The trustees at one point combined three schools into one, with the reasonable expectation of a fourth, because of superior advantages.

"These four schools, operated separately, would cost \$40 apiece, making a total of \$160 per month. Merging the four into one would entail an insignificant increase of possibly \$55 per month, including the cost of better paid teachers and transportation of pupils.

"Let us investigate the sure results of such schools and see how vastly superior they are over the time-honored little ones. First, the course can be lengthened so as to include first and second years of high school work. Second, children remain in school longer, not tardy or absent, and get more days of schooling. Third, require fewer, better teachers; can be better supervised, have its work better systematized in grades, and can give better instruction. Fourth, pupils are better cared for from storms or general bad weather, the school house is better heated, ventilated and lighted. Fifth, the school is the center of interest, bringing the community into a crystalized form, thereby dispelling that loneliness which wars against all of our better and higher impulses and instincts. Sixth, such a school develops the best side of country life, which is really the bulwark of strongest manhood and womanhood and a determining factor in forceful citizenship.

Libraries.

"The most natural growth of such a school is the library, which is second only to the good teacher as an agency of education—the function of the teacher to supply the mechanics of an education and the library to minister to the once awakened soul for purer and more perfect ideals.

"We have twelve libraries in active operation in the county, and all the schools have practically promised to take steps to secure funds to provide the same. I have asked the trustees to encourage library sentiment by supplementing from the school funds the amount so raised by the schools."

Bequest for Schools.

By the will of the late Charles Logan, of Columbia, South Carolina, that city will receive a desirable tract of four acres of land and \$40,000 with which to erect an elementary public school building or a public high school building, as the city may elect, free to all the white children of the city, to be known as the Logan School, or Logan High School. The city is given three years in which to erect the building.

Local Taxation.

SECTION 72 OF THE NORTH CAROLINA SCHOOL LAW.

Special school tax districts may be formed by the County Board of Education in any county without regard to township lines under the following conditions: Upon a petition of one-fourth of the free holders within the proposed special school district, endorsed by the County Board of Education, the Board of County Commissioners, after thirty days' notice at the court-house door and three other public places in the proposed district, shall hold an election to ascertain the will of the people within the proposed special school district whether there shall be levied in said district a special annual tax of not more than thirty cents on the one hundred dollars valuation of property, and ninety cents on the poll, to supplement the Public School Fund, which may be apportioned to said district by the County Board of Education in case such special tax is voted. Said election shall be held in the said district under the law governing general elections as near as may be. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words, "For Special Tax," and those who are opposed shall vote a ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at said election is in favor of said tax the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All money levied under the provisions of this act shall, upon collection, be placed to the credit of the School Committee in said district, which committee shall be appointed by the County Board of Education; and the said School Committee shall apportion the money among the schools in said district in such manner as in their judgment shall equalize school facilities.

Necessity of Training for Teaching.

(HORACE MANN.)

How often have we sneered at *Dogberry* in the play, because he holds that to read and write comes by nature; when we ourselves have undertaken to teach or have employed teachers whose only fitness for giving instruction, not only in reading and writing, but *in all other things*, has come by nature, if it has come at all;—that is in exact accordance with *Dogberry's* philosophy.

No one has ever supposed that an individual could build up a material temple and give it strength and convenience and fair proportions without first mastering the architectural art; but we have employed thousands of teachers for our children, to build up the immortal temple of the spirit, who have never given to this divine educational art a day or an hour of preliminary study or attention.

Why can not we derive instruction even from the folly of those wandering showmen who spend a lifetime teaching brute animals to perform wonderful feats? We have all seen, or at least we have heard of, some learned horse, or learned pig, or learned dog. Though the superiority over their fellows possessed by these brute prodigies may have been owing in some degree to the possession of greater natural parts, yet it must be mainly attributed to the higher competency of their instructor. Their teacher had acquired a deeper insight into their natures; his sagacious practice had discovered the means by which their talents could be unfolded and brought out.

Salaries of Town and County Superintendents in 1902.

	TOWN		COUNTY	
	Superintendents' Salary.	No. of T'ch'rs	Superintendents' Salary.	No. of Tchrs
Abbeville	\$1,000 00	19	\$400 00	178
Aiken	1,000 00	7	400 00	191
Anderson	1,350 00	25	500 00	208
Bamberg	607 50	6	.....	77
Denmark	1,000 00	8	.....	.....
Barnwell	900 00	9	300 00	147
Beaufort	900 00	10	400 00	.....
Bennettsville	1,000 00	7	300 00	105
Camden	1,000 00	14	400 00	119
Charleston	2,000 00	104	600 00	188
Chester	1,400 00	16	500 00	107
Columbia	1,300 00	39	1,200 00	131
Conway	510 00	3	300 00	148
Darlington	1,200 00	13	400 00	124
Florence	1,000 00	14	600 00	121
Gaffney	675 00	14	200 00	106
Georgetown	900 00	6	500 00	86
Greenville	1,320 00	31	500 00	231
Greenwood	1,000 00	15	500 00	122
Kingstree	585 00	3	400 00	184
Lancaster	1,000 00	10	300 00	122
Laurens	900 00	11	400 00	165
Lexington	700 00	5	400 00	131
Manning	675 00	5	450 00	118
Marion	900 00	12	500 00	.....
Newberry	1,000 00	15	600 00	138
Orangeburg	1,100 00	14	600 00	260
Rock Hill	1,000 00	15	500 00	202
Yorkville	720 00	6	.....	.....
Spartanburg	1,400 00	32	700 00	287
Sumter	1,350 00	24	600 00	189
Union	900 00	19	400 00	116
Windsboro	850 00	5	400 00	127
Walterboro	675 00	5	400 00	156

Churches and School Houses in the South.

	Value of Churches, 1890.	Number	Average Value
Virginia.....	\$10,473,943	4,894	\$2,140
North Carolina	7,077,440	6,512	1,087
South Carolina.....	5,636,236	3,967	1,420
Georgia	8,228,060	7,008	1,174
Florida	2,424,423	1,793	1,352
Alabama	6,768,477	6,013	1,125
Mississippi	4,390,173	5,001	878
Louisiana	5,032,194	2,520	1,997
Texas	8,682,337	5,638	1,539
Arkansas.....	3,266,663	3,791	861
Tennessee	9,885,943	5,792	1,724

	Value of School Houses, 1901.	Number	Average Value
Virginia.....	\$3,336,166	7,218	\$462
North Carolina	1,466,770	7,264	183
South Carolina.....	990,000	4,918	201
Georgia	2,738,800	6,246	438
Florida	970,815	2,342	415
Tennessee	3,063,568	7,185	426
Alabama	1,500,000	7,058	214
Mississippi	1,636,055	6,687	259
Louisiana	2,450,000	3,302	742
Texas.....	9,166,550	10,811	838
Arkansas.....	2,616,537	5,254	498

STATE	Average Value School Houses, 1900.	Average Value Churches 1890.
Virginia.....	\$462	\$2,140
North Carolina	183	1,087
South Carolina.....	201	1,420
Georgia.....	438	1,174
Florida	415	1,352
Alabama	214	1,125
Mississippi	259	878
Louisiana	742	1,997
Texas	838	1,539
Arkansas	498	861
Tennessee	426	1,724

Things to Remember.

"Fellow citizens, let us remember the oneness of our American derivation and destiny. Let us be thankful that in the baptism of blood all serious causes of division and reproach were purified away. Let us be grateful for the years of peace through progress and of progress through peace. Let us hail them as but the prelude of still better days to come. From this tableland of time, looking backward on the past, and forward on the future, let us strike hands for the betterment of politics; for the cleansing of rule; for the moral trusteeship of private wealth and of public office; for the lifting of poverty, through self help, into comfort; for the considerate leadership of ignorance into knowledge; for the transmutation of provincialism into patriotism and of patriotism into philanthropy. In this work, while our country is our solicitude, let our field be the world. While our countrymen are our preference, let humanity be our client. By recasting ourselves on the lines of God's laws in our hearts, our State shall prosper, our cities shall come to honor, our communities shall conquer the pinnacles of material and of moral achievement, and our nation shall attain to the benign purposes of deity in its discovery and in its development. And from the vantage ground of this republic will sweep streams of blessings to all the race of man. If to this we here dedicate and here consecrate ourselves, the North of our homes and the South of your hearts, the North and the South of our country will eventually be constrained to admit that we sought well and thought well and wrought well for their behoof and for our own."—ST. CLAIR MCKELWAY.

The North and the South.

"The contemporary North is in sympathy with the contemporary South. We recognize that with you, as with us, the folk who face toward the future out-number those who face toward the past by many to one. The young captains and the young soldiers of industry refuse no reverence to the veterans of the Civil War on either side, but the men of this generation are determined to run it. The sons will preserve and will magnify the fame of their fathers; but they will not foster or fight over again their feuds, since the fathers themselves, an illustrious and a pathetically thinning band, long ago renounced rancor and dissolved differences. Let what people that may elect to do otherwise, the effectives, both of the North and of the South, today believe in factories quite as much as in pantheons, in energy more than in inquests, and in school houses more than in graves. A spent quarrel, not of our making and not of yours, shall not be revived or reworked to the unmaking of either of us. We will filially honor the shades of our ancestors, but we will not cut ourselves among their tombs. We will honor, as children their parents, the survivors of the struggle between the states. May their days and ours be still long in the land which the Lord our God gave to them—and to us. The fullness and the fervency and the faith of that prayer shall not, however, affect the fact that to the men of each generation belong the moiety of the duties and the whole of the destiny of that generation. Our fathers fought out the questions which their forefathers left unsettled. We recognize and rejoice in the settlement of those questions. But we are resolved that neither the charm of historical study nor the passions nor the pathos of poetry, nor the pious exaltation which shrines incite and monuments inspire shall today hold back North and South from the new and noble obligations and from the benign and brotherly competitions of this teeming time. Better a decade of love and of peace than a cycle of the mutilations and of the memories of a civil war!"—EDITOR ST. CLAIR MCKELWAY, Richmond, April 23rd.

Education and Prosperity.

“An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities for commerce, no stores of gold or of diamonds can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. Within the last four centuries the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor indeed is the people who have less than they. The nation which has produced more of the raw material and manufactured from it more fine linen, than all contemporary nations, is now the most ragged and squalid in Christendom.”

—*Horace Mann's Eleventh Report.*

North Carolina has 286,812 native white voters, of whom 54,334 can not read and write, which means that there are more than 18 native white illiterate voters in North Carolina out of every 100. There are forty-three counties in North Carolina in which the number of illiterate native white voters is in excess of 20 out of every 100 of the native white voting population.

Constitutional Provisions, North Carolina Constitution.

“The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.”—Sec. 27, Bill of Rights.

“Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”—Art. IX, Section 1.

“The General Assembly is hereby empowered to enact that every child, of sufficient mental and physical ability, shall attend the public schools during the period between the ages of six and eighteen years; for a term not less than sixteen months, unless educated by other means.”—Art. IX, Section 15.

“The General Assembly, at its first session under this Constitution, shall provide, by taxation and otherwise, for a general and uniform system of public schools, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years. And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination in favor of, or to the prejudice of either race.”—Art. IX, Section 2.

“Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year; and if the commissioners of any county shall fail to comply with the aforesaid requirements of this section, they shall be liable to indictment.”—Art. IX, Section 3.

The Teacher of Former Days.

The old "Town Book" gives the following as the duties of the schoolmaster in early New England: "1. To act as court messenger; 2. To serve summonses; 3. To conduct certain ceremonial services of the church; 4. To lead the Sunday School; 5. To ring the bell for public worship; 6. To dig the graves; 7. To take charge of the school; 8. To perform other occasional duties." A somewhat more graphic description of the diversified labors of the early teacher in rural districts may be found in the following advertising of a "Parson's Clerk," whose services were rendered in the famous Lake District of England. The undersigned "reforms ladies and gentlemen that he draws teeth without waiting a moment, blisters on the lowest terms and fysicks at a penny. Sells Godfather's cordial, cuts corns, and undertakes to keep anybody's nails by the year or so on. Young lades and gentlemen tort their grammar language in the neatest possible manner; also great care taken of their morals and spellin. I teeches joggrefy and all them outlandish things."—CHANCELLOR J. H. KIRKLAND, Richmond Conference.

Knowledge and Service.

"However much students love their books, they should remember that life is more important than literature, and that the lesson of the twentieth century is that knowledge must be used for service and that education means liberty."—PROF. CHARLES W. KENT, University of Virginia.

Curry Memorial Hymn.

(RICHARD WATSON GILDER.)

God of the strong, God of the weak,
Lord of all lands, and of our own land;
Light of all souls, from Thee we seek
Light from thy light, strength from thy hand.

In suffering thou hast made us one,
In mighty burdens one are we;
Teach us that lowliest duty done
Is highest service unto Thee.

Teach us, Great Teacher of mankind,
The sacrifice that brings thy balm;
The love, the work that bless and bind;
Teach us Thy majesty, Thy calm.

Teach Thou, and we shall know, indeed,
The truth divine that maketh free,
And knowing we may sow the seed
That blossoms through eternity.

May sow in every living heart
That to the waiting day doth ope.
Not ours, O God, the craven part,
To shut out human heart from hope.

Now, in the memory of Thy saint,
To whom Thy little ones were dear,
Help us to toil and not to faint,
Till earth grows dark and heaven comes near.

Louisiana Constitution and Local Taxation.

Art. 232. The State tax on property for all purposes whatever, including expense of government, schools, levees and interest, shall not exceed, in any one year, six mills on the dollar of its assessed valuation, and, except as otherwise provided in this Constitution, no parish, municipal or public board tax for all purposes whatsoever, shall exceed in any one year ten mills on the dollar of valuation. Provided, that for giving additional support to public schools, and for the purpose of erecting and constructing public buildings, public school houses, bridges, wharves, levees, sewerage work and other works of permanent public improvement, the title to which shall be in the public, any parish, municipal corporation, ward or school district may levy a special tax in excess of limitation, whenever the rate of such increase and the number of years it is to be levied and the purposes for which the tax is intended, shall have been submitted to a vote of the property taxpayers of such parish, municipality, ward or school district entitled to vote under the election laws of the State, and a majority of the same in numbers, and in value voting at such election shall have voted therefor.

Louisiana cannot afford to be parsimonious in so far as relates to her schools. Every consideration demands that school advantages be offered to the youth of this State. Without these advantages, the fertility of the soil and other natural resources will be as naught. The schools are an absolute necessity.—
JUDGE BREAU, 1890.

Education and Prosperity.

General education is essential to prosperity; it is a condition to industrial progress; it has the highest economical value; it is the grand means of developing or increasing natural resources; it is the producer of wealth. Africa is the Dark Continent, with its infinite capabilities, because of the gross ignorance of her children. Agriculture, manufacturing, mechanic arts, all internal improvements are the creations of intelligence. All contributions to human welfare have come from knowledge. Brute force is wasteful, unproductive.—DR. J. L. M. CURRY, to Louisiana Legislature, 1900.

Government exercises extraordinary functions to protect against yellow fever and flood. Why not against ignorance? Levees are constructed, against overflow of the rivers, which is not an unmixed evil, for a sediment is left which enriches the soil. The overflow is local and occasional. The overflow of ignorance is constant, general, permanent; covers the present and the future; leaves no fertilizing deposit.—DR. J. L. M. CURRY, to Louisiana Legislature, 1890.

Among the most substantial and quickening agencies of material prosperity is the school house. New countries without a past and old countries with revolutionized habits and institutions, striving heroically to recover lost opportunities and take position with the advance guard of civilization and wealth, are alike and equally dependent on educated minds, diffused intelligence, skilled labor.—DR. J. L. M. CURRY, 1899.

Improve the Rural Schools.

Comparing the general efficiency of the rural schools with the separate school districts, we find that where the children of the rural school have the opportunity of going to school ninety days to teachers receiving an average salary of \$25.00 per month, the children of our towns attend on an average of 163.3 days under teachers receiving an average salary of over \$50 per month. That while the children who attend the rural schools are more than nine times as many as attend the separate school districts, the amount of money spent for rural schools is less than three times the amount spent in separate school districts. This shows that a child who is so fortunate as to live in a separate school district receives over three times as much money for his education as the less fortunate child who lives in a rural community.

According to the enumeration of educable children of 1900, 89½ per cent. of the educable population of the state live without the separate school districts. The great problem before the people of the state, in my opinion, is the betterment of the rural schools. Our social structure and our natural conditions are such that the great body of our people, necessarily being engaged in agriculture, a large majority of the children of the state are dependent on the rural schools for their educational advantages. The towns of the state easily maintain schools with full terms and high curriculums. It needs no argument to show that Mississippi can never be great until her country people are great, and, in order to develop our fine Anglo Saxon children, it is necessary that we have good schools run for reasonable terms and manned by competent teachers. We cannot expect great results from our country schools so long as they are conducted for so short a time and pay such small salaries.

STATE SUPERINTENDENT H. L. WHITFIELD.

Establish Normal Schools.

The schools of the state can be no better than the teachers of the state. "As is the teacher, so is the school," is an old axiom that is as true today as when first uttered. It is a mistaken idea that because a person possesses a little textbook knowledge he is qualified to train the children of the state. To take the immature mind of the child and develop it into its greatest possibility requires the direction of a master. There is an order in mind development, and those who hope to succeed in this work must observe all of the laws that control this development. This principle is recognized in the ordinary affairs of life. No person of sense will carry a fine watch for repair to a person who knows nothing of the art of watch-making. Who would intrust a fine colt to one who knows nothing about horse development? If this be true in regard to an animal which does not possess reasoning powers, how much truer should it be in regard to the development of God's highest creation—the human mind? It is to the interest of the state to have the highest life of which every individual in it is capable. To bring this about it is necessary to have the best of training for the children of the state. The state should erect a high standard for its teachers and then provide the means for the attainment of that standard. Only one other state save Mississippi has not provided for this training of her white teachers by establishing normal schools, our sister state of Alabama having five schools of this character.

STATE SUPERINTENDENT H. L. WHITFIELD.

In Memoriam.

Joseph B. Graham, field agent of the Southern Education Board for Alabama, was born in Cherokee County, Alabama, in the year 1863. He was educated in the country public schools and at Dodson College, Oxford, Alabama. He taught a country public school for four years after graduation. He was Superintendent of the City Schools of Talladega for six years, and County Superintendent of Talladega County for nearly fourteen years; he was President of the Alabama Education Association for several years. He was admitted to the bar in 1893. At the time of his death he was a member of the law firm of Whitson and Graham; a member of the Baptist State Board of Missions; a trustee of Judson Female Institute; a trustee of the Alabama Industrial School; one of the deacons in the First Baptist Church of Talladega; and Field Agent of the Southern Education Board for Alabama. Mr. Graham was a member of the recent Constitutional Convention in Alabama, and chairman of its committee on education, and had much to do with the shaping of the present school laws of Alabama.

The Constitution and the Schools.

SEC. 5. The General Assembly shall provide for a liberal system of free public schools for all children between the ages of six and twenty-one years, and for the division of the counties into suitable school districts, as compact in form as practicable, having regard to natural boundaries, and not to exceed forty-nine nor be less than nine square miles in area.

SEC. 6. The existing County Boards of Commissioners of the several counties, or such officer or officers as may hereafter be vested with the same or similar powers and duties, shall levy an annual tax of three mills on the dollar upon all the taxable property in their respective counties, which tax shall be collected at the same time and by the same officers as the other taxes for the same year, and shall be held in the county treasury of the respective counties; and the said fund shall be apportioned among the school districts of the county in proportion to the number of pupils enrolled in the public schools of the respective districts, and the officer or officers charged by law with making said apportionment shall notify the trustees of the respective school districts thereof, who shall expend and disburse the same as the General Assembly may prescribe. * * * There shall be assessed on all taxable polls in the State between the ages of twenty-one and sixty years (excepting Confederate soldiers above the age of fifty years), an annual tax of one dollar on each poll, the proceeds of which tax shall be expended for school purposes in the several school districts in which it is collected. * * * Any school district may by the authority of the General Assembly levy an additional tax for the support of its school.

“ We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired, there is much to be done to make them effective for the development of the child’s intelligence. If his reasoning power is to be developed through reading, he must be guided to the right sort of reading. The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading.”

— PRESIDENT CHARLES W. ELIOT.

“ The library must be regarded as an important and necessary part of the system of public education. It is said that not more than one in five-hundred of the inhabitants of Massachusetts are without library facilities. This should be the condition everywhere, and may be at no very distant time if those who should be the most interested — the teachers of the country — will make a unanimous, persistent, and continued effort in this direction.”

— SHERMAN WILLIAMS.

The Necessity for Rural Libraries.

"The need of the rural library must be apparent to all that are familiar with country school methods. Reading is the magic key to all our store-houses of intellectual wealth; it is the basis of all education. 'The true university of these days,' says Carlyle, 'is a collection of books.' And it is here of all points in its curriculum that the country school has failed most grievously; it has not taught the child to read, to use books. Do not understand me to charge that rural school is literally and avowedly disloyal to the first of the immortal Three R's, for it is not. But only in the narrowest sense does it teach reading—reading as the mere pronunciation of words and the observance of punctuation marks; the unlovely, mechanical side of reading. The brighter side of reading the country pupil does not get; the city pupil does. Aided by the prescribed supplemental literature, guided by the teacher, the child of the townsman learns to find joy in reading, learns not only how to read, but actually learns to read, to use books. If you know the country school as the writer does; you know the other side of the picture. You know children who live out a long school career without learning anything of literature beyond the monotonous rehearsal of dry textbook matter. Cold, hard facts about the boundaries of foreign countries, the dates of ancient battles, the rules of the Stock Exchange, are regarded as matters of importance, but the teacher does not see that it is a greater duty to foster a love of reading than to teach geography or history. Or if he sees the duty and longs to direct the child to the beauties of literature, he is shackled by the lack of facilities for such work. The same old readers are used year after year; no classics are studied; there is no supplemental reading to give the spice of variety.

"It is inevitable that children reared amid such surroundings come to regard reading not as a luxury but as a drudgery, and grow up potentially, if not in the strictest sense, illiterate. 'I confess,' says Thoreau somewhere in his 'Walden,' 'that I do not make any broad distinction between the illiterateness of any townsman who can not read at all and the illiterateness of him who has learned only to read what is for children and feeble intellect.' How much narrower then should be the distinction between the 'illiterateness of him who can not read at all' and the illiterateness of him whose training has been such that he regards reading only as a task to be shunned!"

— C. H. PÖR, September, 1903, *Review of Reviews*.

"Dixie."

" Oh, from the hills and from the valley
Southern sons and daughters rally.
Hurrah! hurrah! hurrah! Dixie land.
Come, all a song of triumph singing,
Through the wide world send it ringing.
Hurrah! hurrah! hurrah! Dixie land.

CHORUS.

" Exalt the name of Dixie!
Hurrah! Hurrah!
In Dixie land we'll take our stand
To live and die for Dixie.
Three cheers, three cheers,
And one cheer more for Dixie;
Three cheers, three cheers,
And one cheer more for Dixie.

" See Southern skies with stars are gleaming,
Southern fields with richness teeming.
Hurrah! hurrah! hurrah! Dixie land.
Oh, Southern hearts are brave forever,
Southern love will fail you never.
Hurrah! hurrah! hurrah! Dixie land.

" Go read the Past's heroic story,
Read the Future's message 'Glory.'
Hurrah! hurrah! hurrah! Dixie land.
And armed with truth and clothed with beauty,
Strong to meet the Present's duty.
Hurrah! hurrah! hurrah! Dixie land.

" For Peace has given what War denied you,
Friends of foes who once defied you.
Hurrah! hurrah! hurrah! Dixie land.
Look! Nature with rare charms has dressed you;
God with His own hand has blessed you.
Hurrah! hurrah! hurrah! Dixie land.

" Lo! now our land with love is lighted —
North, South, East and West united!
Hurrah! hurrah! hurrah! Dixie land.
In God our trust, and our salvation,
Forward, march! a mighty Nation.
Hurrah! hurrah! hurrah! Dixie land."

— MAUD LINDSAY.

Florence, Ala.

The Object of the N. C. Woman's Association.

"The object of this Association shall be to unite the women citizens of North Carolina for the purpose of awakening their interest in the improvement of public school houses in our state. It will undertake to have local associations in every county. Through these it will endeavor to interest a volunteer association in the neighborhood of every public school house, which will help to beautify the premises by planting trees and flowers, placing pictures on the walls, or otherwise improving the school environment of our future citizens; to furnish entertaining and instructive amusements and to encourage the establishment of local public libraries."

I Teach.

I teach

The earth and soil
To them that toil;
The hill and fen,
To common men
That live just here;

The plants that grow,
The winds that blow,
The streams that run,
In rain and sun,
Throughout the year;

And then I lead
Thro' wood and mead,
Thro' mould and sod,
Out unto God:
With love and cheer,

I teach.

— L. H. BAILEY.

Position of the South.

"The doctrine of race integrity, the rejection of the policy of racial fusion is, perhaps, the fundamental dogma of Southern life. It is true that the animalism of both races has at times attacked it. The formative dogmas of a civilization are reflected, however, not in the vices of the few but in the instincts, the laws, the institutions, the habits of the many. This dogma of the social segregation of these races, challenged sometimes by fault of the black man, is accepted and approved and sustained by the great masses of our people, white and black, as the elementary working hypothesis of civilization in our Southern States.

"The great masses of our colored people have themselves desired it. It has made our public school system, however, a double system. It is inevitable that it should have often made the negro schools inferior to the white schools. But the social and educational separation of these races has created the opportunity and the vocation of the negro teacher, the negro physician, the negro lawyer, the negro leader of whatever sort. It has not only preserved the colored leader to the negro masses by preventing the absorption of the best negro life into the life of the stronger race; it has actually created, within thirty years, a representation of negro leadership in commerce, in the professions, in Church, and School, and State, which is worthy of signal honor and of sincere and generous applause. The segregation of the race has thrown its members upon their own powers and has developed the qualities of resourcefulness. The discriminations which they have borne in a measure by reason of their slavery, and which have established the apartness of their group-life, are the discriminations which are curing the curse of slavery — an undeveloped initiative — and are creating the noblest of the gifts of freedom, the power of personal and social self-dependence. The very process which may have seemed to some like a policy of oppression has in fact resulted in a process of development."

— EDGAR GARDNER MURPHY.

No Violence, but Justice.

"As for the negro, let us impress upon him what he already knows, that his best friends are the people among whom he lives, whose interests are one with his, and whose property depends on his perfect contentment. Let us give him his uttermost rights, and measure out justice to him in that fulness the strong should always give to the weak. Let us educate him that he may be a better and more enlightened man. Let us lead him in steadfast ways of citizenship, that he may not longer be the sport of the thoughtless and the prey of the unscrupulous. Let us inspire him to follow the example of the worthy and upright of his race, who may be found in every community, and who increase steadily in numbers and influence. Let us strike hands with him as friends, and as in slavery we led him to heights which his race in Africa had never reached, so in freedom let us lead him to a prosperity of which his friends in the North have not dreamed. Let us make him know that he, depending more than any other, on the protection and bounty of the government, shall find in alliance with the best elements of the whites the pledge of safe and impartial administration. And let us remember this: that whatever wrong we put on him shall return to punish us. Whatever we take from him in violence, that is unworthy and shall not endure. What we steal from him in fraud, that is worse. But what we win from him in sympathy and affection, what we gain in his confiding alliance and confirm in his awakening judgment, that is precious and shall endure — and out of it shall come healing and peace."

— HENRY W. GRADY.

"Every one competent to speak, and honest enough to be candid, knows that education benefits and improves the negro. It improves his morals, his character, and his usefulness. It makes him a better man and a better citizen, a better neighbor and a better workman, no matter what you put him at."

— A. A. GUNBY, Louisiana.



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